

# BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

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E. M. CARTER, Editor

JANUARY, 1917

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To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address. Address all communications to E. M. Carter, Secretary, Columbia, Missouri.

**Next Meeting M. S. T. A.—Kansas City, Nov. 15-17, 1917**

## This Issue

The January issue of the Bulletin contains the Official Proceedings and Addresses of the General Sessions held at St. Louis, November 16-18, 1916. The Proceedings and Addresses of the departmental sessions will be printed in the next issue.

## Enrollment

More than 8,000 teachers were enrolled for the St. Louis meeting. This is the highest mark yet reached in enrollment for the Association, and places it among the larger Associations of the country.

## Teachers' Reading Circle

A large number of Teachers' Reading Circle books have been consigned to the county managers this year, and from the reports received, the sales have been large.

## Pupils' Reading Circle

The Pupils' Reading Circle, which was organized six years ago, has shown a remarkable growth since its establishment. Each year has shown an increase over the preceding year, but the present year is showing an increase of 500 or 600 per cent over the last year. Teachers in every county of the state are availing themselves of the opportunity to buy choice supplementary books for rural and town school libraries from the P. R. C. at the lowest possible cost. There are now about 200 books on the list. As showing how the books are regarded by school people, we quote from letters received by the secretary. Our superintendent writes: "If the Pupils' Reading Circle does not receive all the business from this county it is not my fault." Another county superintendent says: "We are all greatly pleased with the Pupils' Reading Circle books in this county." Still another superintendent writes: "The Pupils' Reading Circle has been highly satis-

factory to all of our teachers. We like the books and are very glad that the list includes all the books necessary to carry out the State Course of Study."

**St. Louis  
Meeting  
M. S. T. A.,  
November  
16-18, 1916**

The meeting held at St. Louis was a great meeting. A fine program had been arranged by President Thomas and Department Chairmen and it was carried out in good time. The work of the local committees of St. Louis was excellent, and a fine spirit of co-operation on the part of all was shown thruout the meeting. President Richardson and the Department Chairmen have already begun work on the program for the Kansas City meeting in November 15-17, 1917. A fine program is being arranged. The meeting will be one of the best and largest in the history of the Association.

**On to  
Kansas City,  
February 26-  
March 3, 1917**

The teachers and other people of the whole State of Missouri are greatly honored this year by having in their midst the meeting of the National Department of Superintendence of the N. E. A. It will be held at Kansas City, February 26 to March 3, 1917. This will be a fine meeting and all Missouri teachers and school-board members, who possibly can, are urged to become members, and be present at the session. Please note the communications

from Secretary Springer and Director of N. E. A. Martin regarding the meeting.

**Missouri  
and the  
N. E. A.**

Principal W. H. Martin, Kansas City, State Director N. E. A. for Missouri, announces the following prizes for active membership in the National Education Association:

**"To the Teachers of Missouri:**

In order to increase Missouri's active membership in the National Education Association, it is thought proper and right to stimulate the movement by offering real and substantial prizes. To that end the schools in the state are to be divided into the following classes:

1. The University, Normal Schools and Collges will constitute one class.
2. The High Schools will constitute another class.
3. The Elementary Schools will form a third class.

The school, in each class, enrolling the largest number of active members at the Kansas City meeting of the Superintendents' Department of the N. E. A., a prize of fifty dollars (\$50.00) in cash will be given; provided that the number enrolled from the winning school be not less than twenty-five per cent of the number of teachers in the faculty of said school; provided, also, that should there be a tie in the enrollment from two or more of the schools in any class, the prize will be divided equally among the schools thus tieing. Be it further provided, that a prize of twentyfive dollars (\$25.00) be given to the small school of ten teachers or less, enrolling the largest number of active members at said meeting, provided that if there be a tie in the enrollment from two or more of these schools, the prize may be divided, or if the schools thus tieing, unanimously agree, may draw for the said prize. Note the following explanation:

1. Notice that the offer is to the school in each class enrolling the largest number of active members at the Kansas City meeting.

If you are now an associate member of the N. E. A. you pay your annual dues and two dollars extra and then you will be an active member. If you

are already an active member, you must pay your annual dues in order to continue your active membership. Or if you are neither an active nor an associate member, you pay an enrollment fee of two dollars and the annual dues of two dollars to become an active member.

2. Attention is called to the fact that stress is placed upon enrollment. While it is desirable that all attend the meeting, we know there are many who can enroll but who cannot attend; and again it would be a manifest injustice to expect the "faraway" schools to attend and compete with the "nearby" schools. So that the question of attendance is eliminated and all schools, therefore, whether "nearby" or "faraway" are placed on the same footing, and may be represented by the heads of the schools or any other member of the faculty who may be named for that purpose.

3. After receipts for active membership have been obtained, they are to be presented to the State Director or his representative, to be transcribed in the Missouri Enrollment Book.

When you enroll at headquarters, look for the placard that will direct you where to go to find the "Missouri Desk" which will not be far away.

Now, this is an invitation and an offer to all the schools in the state to help Missouri increase her active membership in the N. E. A., and, moreover, to help the state to become, not only one among, but the leading state in the "Middle West" in the number of active members in the National Education Association.

The influence and the source from which the prize fund comes join with the State Director in the hope that great good may result to the educational interest of the state."

### **The Kansas City Meeting N. E. A.**

Hon. D. W. Springer, Secretary N. E. A., writes as follows, regarding the Kansas City meeting, N. E. A., Feb. 26-March 3, 1917:

Everything points to one of the most successful meetings at Kansas City in the history of the Association. The Department of Superintendence will hold its first meeting Tuesday evening, at which after the regular preliminaries have been concluded the chief address will be given by former Senator Beveridge of Indiana.

Wednesday morning the general subject will be "A Stronger Foundation for, and a Better Command of, Spoken and Written English," the speakers being Supt. Potter of Milwaukee, Principal Newlon of Lincoln, Professor Hoscic of Chicago Normal College, Professor Hopkins of the University of Kansas, and Supt. McGill of Springfield, Illinois.

Wednesday afternoon will be given over to an athletic demonstration by the physical training department of the Kansas City Schools. Wednesday evening the subject will be "Uniform Standards, and Correlative Factors in Public School Education," the speakers being State Supt. Keeler of Michigan, Dr. John D. Robertson, Commissioner of Health, Chicago, Professor Bagley of the University of Illinois, and Professor Judd of the University of Chicago.

Thursday morning the general topic will be "Defining the Scope of Education," the speakers being Supt. Cammack of Kansas City, Supt. Francis of Columbus, Supt. Shields of Los Angeles, Supt. Wirt of Gary, Professor Hill of the University of Wisconsin, and Supt. Chadsey of Detroit.

Thursday afternoon will be given over to the round table conferences. That for state and county superintendents being presided over by Nathan C. Schaeffer of Pennsylvania, of large cities by Supt. Davidson of Pittsburgh, of medium sized cities by E. U. Graff of Omaha, by small cities by Supt. Vasey, Charles City, Iowa, and the conference on Compulsory Education, School Census and Child Welfare will be presided over by Supt. Gwinn of New Orleans.

Friday morning the general topic "Educational Poise" will be discussed by Supt. VanSickle, Ass't. State Supt. Baylor, of Indiana, District Supt. Strachan of New York, and Supt. Bentley of Paducah, Kentucky. H. A. Davee of Helena, Montana, will discuss health problems of rural and village schools. Principal Smiley of Denver will discuss the high school teachers' professional preparation, and the report of the committee of Military Training in the Public School will be presented by Supt. Snyder of Jersey City. Friday afternoon the question of educational innovations and experimental movements will be discussed by A. E. Winship of Boston, Asst. Supt. Kennedy of Newark, and Supt. Alderman of Portland. Miss Lock from the United States Bureau of Education will speak on a Kindergarten Training for Every Child, and reports of the committees on Unification and Americanization of all our People, and the committee on Efficiency and Economy of Time will be given.

The National Council of Education will hold its first meeting Monday evening. The general subject of the Control of Educational Progress will be presented. The speakers on Monday evening will be William B. Owen of the Chicago Normal College, United States Commissioner of Education, Claxton, and Supt. Wirt.

Tuesday morning the speakers will be President John W. Withers, Director J. W. Meriam, Professor W. C. Bagley and Pres. C. G. Pearse. Tuesday afternoon the reports of the committees on Thrift, Health Problems and Superintendent Problems will be presented and discussed.

In addition to these programs, the following organizations will have one or more meetings during the week: Conferences of State and City Normal School Teachers; National Society for the Study of Education; Society of College Teachers of Education; Teachers of Education in State Universities; Association of Principals of Secondary Schools; School Garden Association of America; Association of High School Supervisors and Inspectors; National Federation of State Education Associations; International Kindergarten Union; National Conference of Deans of Women; Educational Press Associations of America; American Home Economics Association; State Inspectors and Supervisors of Rural Schools; Educational Publishers Association; State Departments of Education; Congress of Mothers and Parent-Teacher Associations; National Council of Primary Education; National Council of Teachers of English; National Association of Teachers Agencies; Conference on Vocational Education in the Small City; Council of Administrative Women.

This list indicates the treat in store for those who attend. Every phase of educational activities will be touched upon.

Last year at Detroit over seventeen hundred Michigan teachers took advantage of the opportunity and were present part of the week.

Every school system ought to be represented by the superintendent, members of the School Board, high school teachers, and grade school teachers, so that the system would receive an equal impetus in all departments as the result of the meeting.



**GENERAL OFFICERS AND COMMITTEES FOR 1916****General Officers**

President, W. W. Thomas, Springfield.  
First Vice-President, W. J. Stevens, St. Louis.  
Second Vice-President, Miss Roxana Jones, Milan.  
Third Vice-President, H. T. Phillips, Lexington.  
Secretary and Treasurer, E. M. Carter, Columbia.  
Railroad Secretary, Philo S. Stevenson, St. Louis.

**Executive Committee.**

T. E. Spencer, Chairman, St. Louis; W. W. Thomas, Ex-Officio, Springfield; C. A. Hawkins, Maryville; R. H. Emberson, Columbia; M. A. O'Rear, Springfield; H. L. Roberts, Cape Girardeau; J. A. Whiteford, St. Joseph.

**Sub-Committee of Executive Committee.**

Finance: Chairman, Mr. Emberson; Messrs. O'Rear, Thomas and Spencer.  
Investigations and Legislation; Chairman, Mr. Roberts; Messrs. Hawkins and Spencer.

Publications and Publicity: Chairman, Mr. Whiteford; Messrs. Thomas and Spencer.

**Reading Circle Board.**

C. C. Thudlum, President, Fredericktown; Mrs. J. M. Greenwood, Vice-President, Kansas City; Harry Moore, Mt. Vernon; W. W. Thomas, Ex-Officio, Springfield; Uel W. Lamkin, Ex-Officio, Jefferson City; E. M. Carter, Ex-Officio, Secretary, Columbia.

**Legislative Committee.**

J. D. Elbiff, Chairman, Columbia, W. W. Martin, Cape Girardeau; D. W. Clayton, Jefferson City; George Melcher, Kansas City; E. G. Shackelford, St. Louis; Wm. Robertson, Webster Groves; Uel W. Lamkin, Ex-Officio, Jefferson City.

**Committee on Constitutional and Statutory Code Relating to Education.**

Isidor Loeb, Chairman, Columbia; Ben Blewett, St. Louis; W. T. Carrington, Springfield; George Melcher, Kansas City; Uel W. Lamkin, Jefferson City.

**Committee on Constitutional Convention.**

Walter Williams, Chairman, Columbia; W. H. Black, Marshall; Wm. P. Evans, St. Louis; S. E. Davis, Maryville; W. S. Dearmont, Cape Girardeau

**Committee on Smith-Hughes Bill.**

E. M. Bainter, Chairman, Kansas City; John R. Kirk, Kirksville, J. Kelly Wright, Columbia.

**Joint Library Committee.**

T. J. Walker, Jefferson City; Irving R. Bundy, Kirksville.

**Committee on Simplified Spelling.**

John R. Kirk, Chairman, Kirksville; W. Y. Foster, Springfield; Miss Martha Letts, Sedalia; Miss Esther Pratt, Carthage; Miss Nellie Buhrmeister, Poplar Bluff.

**Committee on Teachers' Salaries.**

E. E. Dodd, Chairman, Springfield; N. L. Garrison, Shelbyville; T. J. Walker, Jefferson City.

**Committee on English in the Grades.**

Miss Virginia Craig, Chairman, Springfield; Miss Beulah Brunner, Maryville; Miss Elinor Byrne, St. Louis.

**Committee on Revision of Association Constitution.**

George Melcher, Chairman, Kansas City; B. G. Shackelford, St. Louis; Nelson Kerr, Kirkwood.

**Committee on Necrology.**

John R. Kirk, Chairman, Kirksville; Louis Theilmann, New Madrid; J. S. Collins, St. Louis; J. C. Jones, Columbia; Burwell Fox, Potosi; E. D. Phillips, Kansas City; W. H. Lynch, Springfield.

**Committee on Resolutions by Congressional Districts.**

Twelfth, Ben Blewett, Chairman, St. Louis; Eighth, Charles H. Williams, Secretary, Columbia; First, Miss Helen McKee, Kahoka; Second, Mrs. Margaret Squires, Carrollton; Third, C. F. Daugherty, Bethany; Fourth, George K. Gilpin, St. Joseph; Fifth, J. H. Markley, Kansas City; Sixth, E. L. Hendricks, Warrensburg; Seventh, A. P. Hall, Springfield; Ninth, Herbert Fryor, Mexico; Tenth, E. E. Morton, Clayton; Eleventh, Miss S. A. McGuire, St. Louis; Thirteenth, C. C. Thudium, Fredericktown; Fourteenth, W. W. Martin, Cape Girardeau; Fifteenth, S. C. Brightman, Lamar; Sixteenth, A. M. Fourt, Lebanon.

**Committee on Nomination of Officers by Congressional Districts.**

Fourth, Ira Richardson, Chairman, Maryville; Eighth, Geo. H. Meredith, Secretary, Buncheon; First, Byron Cosby, Kirksville; Second, A. R. Coburn, Chillicothe; Third, J. E. Davis, Liberty; Fifth, H. C. Richmond, Kansas City; Sixth, James A. Robeson, Pleasant Hill; Seventh, Jno. P. Gass, Sedalia; Ninth, Chas. A. Cole, Union; Tenth, Wm. P. Evans, St. Louis; Eleventh, T. E. Spencer, St. Louis; Twelfth, Geo. N. Martin, St. Louis; Thirteenth, W. E. Bennick, Flat River; Fourteenth, W. Salem Brown, Kennett; Fifteenth, M. J. Hale, Monett; Sixteenth, S. P. Bradley, Rolla.

**Committee on Time and Place by Congressional Districts.**

Fourteenth, Louis Theilmann, Chairman, New Madrid; First, S. E. Seaton, Secretary, Macon; Second, E. M. Sipple, Moberly; Third, Mrs. Anna L. Sims, Plattsburg; Fourth, W. H. Livers, St. Joseph; Fifth, Miss Attie Moorman, Kansas City; Sixth, C. A. Phillips, Warrensburg; Seventh, W. T. Carrington, Springfield; Eighth, J. D. Elliff, Columbia; Ninth, M. B. Vaughn, Montgomery City; Tenth, E. E. Morton, Clayton; Eleventh, W. W. Walters, St. Louis; Twelfth, Peter Herzog, St. Louis; Thirteenth, J. K. Jones, Piedmont; Fifteenth, H. E. Blaine, Joplin; Sixteenth, C. H. McIntosh, Salem.

**LOCAL COMMITTEES AT ST. LOUIS.**

**Executive**—T. E. Spencer, Chairman; Ben Blewett, C. G. Rathmann, Chester B. Curtis, John Rush Powell, W. J. Stevens, William P. Evans, A. R. Morgan, Kate E. O'Brien, L. R. Ernst, Kate E. O'Brien, Tillie C. Gecks.

**Advance Enrollment**—L. W. Rader, Chairman; assisted by the principals of all the schools of St. Louis.

**Information and Accommodations**—W. W. Walters, Chairman; William C. Gunnerson, F. E. Andrews, F. M. Bacon, B. G. Shackelford, Anna M. Merriman, Mary L. Williams.

**Publicity**—L. M. Dugan, Chairman, assisted by the Chairmen of all departments of the Association.

**Guides, Ushers and Pages**—H. F. Pratt, Chairman; E. F. Killam, H. A. Baer, H. B. Smellie.

**Music**—E. L. Coburn, Chairman; Edmund F. Browne, Eugenia Dussuchal, Charles E. Witter, Kate A. Jones, Gertrude M. Johnston.

**Committee on Excursions to Points of Interest**—C. R. Stone, Chairman; Robert St. Clair, Charles Collins, Mary A. Thompson, Stanley H. Moore, H. H. Barr, W. G. Kirby, Charles H. Slater, H. H. Edmiston, F. J. Jeffrey.

## GENERAL OFFICERS AND COMMITTEES FOR 1917

### General Officers.

President, Ira Richardson, Maryville.  
 First Vice-President, Geo. Melcher, Kansas City.  
 Second Vice-President, Myrtle Knepper, Cape Girardeau.  
 Third Vice-President, T. J. Stewart, Flat River.  
 Secretary-Treasurer, E. M. Carter, Columbia.

### Executive Committee.

C. A. Hawkins, Chairman, Maryville; Ira Richardson, Ex-Officio, Maryville; T. E. Spencer, St. Louis; R. H. Emberson, Columbia; M. A. O'Rear, Springfield, H. L. Roberts, Cape Girardeau; Miss Lydia Montgomery, Sedalia; E. M. Carter, Ex-Officio, Columbia.

### Sub-Committees of Executive Committee.

Finance: Chairman, Mr. O'Rear; Messrs. Roberts, Richardson and Hawkins.

Investigation and Legislation: Chairman, Mr. Emberson; Messrs. Richardson and Hawkins.

Publications and Publicity: Chairman, Mr. Spencer; Miss Montgomery and Mr. Hawkins.

### Reading Circle Board.

C. C. Thudium, President, Fredericktown; Mrs. J. M. Greenwood, Vice-President, Kansas City; Harry Moore, Mt. Vernon; Ira Richardson, Ex-Officio, Maryville; Uel W. Lamkin, Ex-Officio, Jefferson City. E. M. Carter, Ex-Officio Secretary, Columbia.

### Legislative Committee.

J. D. Elliff, Chairman, Columbia; W. W. Martin, Cape Girardeau; I. N. Evrard, Marshall; M. B. Vaughn, Montgomery City; Miss L. R. Ernst, St. Louis; Geo. Melcher, Kansas City; Uel W. Lamkin, Ex-Officio, Jefferson City.

### Committee on Larger Revenue.

Chairman, T. E. Spencer, St. Louis; W. T. Carrington, Springfield; G. K. Gilpin, St. Joseph.

### Committee on Constitutional and Statutory Code Relating to Education.

Chairman, Isidor Loeb, Columbia; Ben Blewett, St. Louis; W. T. Carrington, Springfield; Geo. Melcher, Kansas City; Uel W. Lamkin, Jefferson City.

### Committee on Constitutional Convention.

Walter Williams, Chairman, Columbia; W. H. Black, Marshall; Wm. P. Evans, St. Louis; S. E. Davis, Maryville; W. S. Dearmont, Cape Girardeau.

## DEPARTMENT OFFICERS, 1917.

**Universities, Colleges and Normal Schools and Junior Colleges:** Chairman, J. A. Thompson, Tarkio; Secretary, J. M. Wood, Columbia.

**School Administration:** President, S. A. Baker, Jefferson City; Secretary, L. H. Strunk, Mexico. **County Superintendents Division:** Chairman, T. R. Luckett, Sedalia; Secretary, Miss Roxana Jones, Milan. **City Superintendents Division:** Chairman, W. D. Grove, Poplar Bluff; Vice-Chairman, C. E. Crane, Boonville; Secretary, S. F. Bonney, Shelby. **School Board Division:** Chairman, F. B. Miller, Webster Groves; Secretary, D. D. Holmes, Maplewood.

**Secondary Schools:** Chairman, E. J. Harmon, Moberly; Vice-Chairman, Martha Letts, Sedalia; Secretary, Earl J. Van Horne, Sikeston.

**Elementary Schools:** Chairman, Nelson Kerr, Kirkwood; Secretary, Ida Brewington, Centralia.

**Missouri Society of Teachers of History and Government:** Chairman, R. V. Harmon, Kansas City; Vice-Chairman, E. D. Lee, Sikeston; Secretary, J. E. Wrench, Columbia.

**Missouri Society of Teachers of Mathematics and Science:** President, F. W. Urban, Warrensburg; Secretary, L. D. Ames, Columbia; Treasurer, A. J. Schwartz, St. Louis. **Mathematics Division:** Vice-President, R. A. Wells, Parkville; Secretary, Miss Zoe Ferguson, St. Joseph. **Science Division:** Vice-President, H. G. Parker, Liberty; Secretary, A. Harness, Cape Girardeau.

**Music:** Chairman, R. R. Robertson, Springfield; Secretary, Christ H. Stoeke, St. Louis.

**Missouri Association of Applied Arts and Science:** Chairman, Ira S. Griffith, Columbia; Vice-Chairman, Stanley H. Moore, St. Louis; Secretary, Clara Schaeffer, St. Joseph.

**Classics:** Chairman, F. C. Shaw, Kansas City; Vice-Chairman, Miss Jennie Green, Kirksville; Secretary, J. E. Hollingsworth, Marshall.

**Educational Council:** President, E. L. Hendricks, Warrensburg; Secretary, Mrs. M. E. Griffin, Kansas City.

**Missouri Society of Teachers of English:** President, V. C. Coulter, Warrensburg; Secretary-Treasurer, Dorothy Kaucher, St. Joseph.

**Missouri Society of Teachers of Modern Languages:** President, Alfred H. Nolle, Columbia; Vice-President, Paul R. Blanchet, St. Louis; Secretary-Treasurer, Miss Anna Astroth, Wellston. **German Division:** Chairman, Alfred H. Nolle, Columbia; Secretary, Miss Anna Astroth, Wellston.

**Romance Division:** Chairman, Paul R. Blanchet, St. Louis; Secretary, Herbert C. Marshall, St. Louis.

**Libraries:** Chairman, Mr. Jesse Cunningham, St. Joseph; Vice-Chairman, Lewis M. Dougan, St. Louis; Secretary, Miss Lessem Cooke, Warrensburg.

**Rural Schools:** Chairman, T. J. Walker, Jefferson City; Vice-Chairman, G. K. Gilpin, St. Joseph; Secretary, Miss Lizzie L. White, Nevada.

**Teachers of Education:** Chairman, Bertram Harry, Doniphan; Vice-Chairman, Guy Capps, Bolivar; Secretary, Osta B. Feurt, Macon.

**Missouri Association of Household Arts and Science:** Chairman, Miss Josephine Casey, Kansas City; Vice-Chairman, Miss Nellie Judd, St. Louis; Secretary, Miss Ethel Ronzone, Columbia; Treasurer, Miss Streeter, Warrensburg.

**Missouri School Peace League:** President, Louis Thellmann, New Madrid; Secretary-Treasurer, Mrs. J. M. Greenwood, Kansas City; Vice-Presidents, John R. Kirk, Kirksville; W. H. Black, Marshall; W. S. Dearmont, Cape Girardeau; R. F. Nichols, California; J. A. Koontz, Joplin.

**Kindergarten-Primary:** Chairman, Miss Stella Yowell, Springfield; Vice-Chairman, Miss Minnie Newman, Cape Girardeau; Secretary, Miss Patience Hocker, Kansas City.

**Commercial Training:** Chairman, P. B. S. Peters, Kansas City; Vice-Chairman, Milan B. Wallace, St. Joseph; Secretary, Arthur H. Dahne, St. Louis.

**Parent-Teacher Association:** Chairman, Mrs. W. H. Jobe, Kansas City; Secretary, Mrs. A. P. Travers, Sedalia.

**Reading and Public Speaking:** Chairman, A. W. Vaughan, Cape Girardeau; Vice-Chairman, Roberta Sheets, St. Joseph; Secretary, Hamilton Lawrence, Parkville.

**Geography:** Chairman, C. E. Marston, Springfield; Secretary, Samuel T. Bratton, Warrensburg.

**Missouri Folklore Society:** President, Miss Mary A. Owen, St. Joseph; First Vice-President, Miss Jennie M. C. Jones, St. Louis; Second Vice-President, Miss Lucy R. Laws, Columbia; Third Vice-President, Mrs. Eva W. Case, Kansas City; Fourth Vice-President, Mrs. Ida M. Schaaf, St. Mary's; Secretary, H. M. Belden, Columbia.

**OFFICIAL PROCEEDINGS**  
OF THE GENERAL SESSIONS  
**FIFTY-FIFTH ANNUAL MEETING**  
OF THE  
**Missouri State Teachers' Association**

HELD AT  
**COLISEUM**

**St. Louis, November 16, 17 and 18, 1916**

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**FIRST GENERAL SESSION—THURSDAY MORNING, NOVEMBER 16, 9 A. M.**

The Fifty-Fifth Annual Session of the Missouri State Teachers' Association was called to order in the Coliseum, St. Louis, at 9:00 A. M., November 16, 1916, by President W. W. Thomas.

The invocation was given by Rabbi Leon Harrison, Temple Israel, St. Louis.

The music consisted of combination grammar school orchestras under the direction of Mr. Eugene M. Hahnel, Director.

Hon. Henry W. Kiel, Mayor of St. Louis, delivered the address of welcome on behalf of the city. Superintendent Ben Blewett spoke words of welcome in behalf of the public schools. Hon. Uel W. Lamkin, State Superintendent of Public Schools, gave the response on behalf of the teachers of the state.

President Thomas then gave his annual address.

Dr. Elmer Burritt Bryan, President Colgate University, Hamilton, New York, delivered an address on "The Meaning of Youth."

Mr. George Melcher, Director Bureau of Research and Efficiency, Kansas City, Chairman of the Committee on Revision of the Association Constitution, presented the report of his committee. He moved the adoption of the report. The motion was duly seconded.

Supt. Theilmann, of New Madrid, moved that Article IV of the proposed Constitution and By-laws be amended by adding the following after the words "six members" in line 3 of Article IV of the proposed Constitution: "three men and three women," so that when Article IV is amended it will read as follows:

"Article IV—Officers. The officers of this Association shall be a President, three Vice-Presidents, a Secretary-Treasurer, and an Executive Committee composed of six members, three men and three women. The present members of the Executive Committee shall continue as members of the Executive Committee under the amended Constitution until the expiration of the terms for which they were elected. No member of the Executive Committee shall be eligible to succeed himself. The President of this Association shall be ex-officio a member of the Executive Committee."

Mr. Theilmann's motion was discussed by Mrs. M. E. Griffin, Kansas City; Supt. Bertram Harry, Doniphan; Prin. Philo Stevenson, St. Louis, and a num-



ber of others. On vote, Supt. Theilmann's amendment was adopted. The vote was then taken on the report as a whole and it was adopted by a practically unanimous vote. The new Constitution and By-Laws, included in report as adopted, follows:

## CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS' ASSOCIATION.

### CONSTITUTION.

#### ARTICLE I—NAME.

This Corporation shall be known as the Missouri State Teachers' Association.

#### ARTICLE II—OBJECT.

Its object shall be to advance the standards of the teaching profession, to secure the conditions necessary to the greatest efficiency of teachers and schools, and to promote the educational welfare of the State of Missouri.

#### ARTICLE III—MEMBERSHIP.

Any person actively engaged in any branch of educational work, or interested in the cause of education, may become an active member of this Association upon the payment of Annual or Life Membership dues.

#### ARTICLE IV—OFFICERS.

The Officers of this Association shall be a President, three Vice-Presidents, a Secretary-Treasurer, and an Executive Committee composed of six members, three men and three women. The present members of the Executive Committee shall continue as members of the Executive Committee under the amended Constitution until the expiration of the terms for which they were elected. No member of the Executive Committee shall be eligible to succeed himself. The President of this Association shall be ex-officio a member of the Executive Committee.

#### ARTICLE V—ELECTION OF OFFICERS.

Section 1. All Officers of this Association, except the Secretary-Treasurer, shall be elected annually by ballot, at the Annual Meeting, but by majority vote the Secretary of the meeting may be authorized to cast the ballot of the meeting for any candidate.

Section 2. After 1921, one member of the Executive Committee shall be elected each year to serve for six years. However, at the Annual Meeting in 1917, in 1919, and in 1921, two members of the Executive Committee shall be elected, one for five years and one for six years.

Section 3. The Executive Committee shall have power to fill all vacancies occurring after the Annual Meeting, but such appointees shall hold office only until the general election at the Annual Meeting next following.

Section 4. The Secretary-Treasurer shall be elected by the Executive Committee for a term not to exceed three years, and may receive compensation at the discretion of the Executive Committee. He shall furnish a bond in a sum to be fixed by the Executive Committee, the premium for the same to be paid by the Association.

Section 5. No officer of this Association, except the Secretary-Treasurer, shall receive any compensation whatever for services rendered.

#### ARTICLE VI—DUTIES OF OFFICERS.

Section 1. The officers of this Association shall perform such duties and make such reports as customarily pertain to their respective offices, and shall perform such other duties as may be required herein, or may be required by resolution of the members at the Annual Meeting, or of the Executive Committee.

Section 2. It shall be the especial duty of the President with the advice and assistance of the Executive Committee to prepare the program for the Annual Meeting, and to submit a copy of the same to the Executive Committee in time for publication and distribution as required in Section 4 below. The President shall each year appoint a Committee on Necrology who shall

make report to the Annual Meeting. He shall also appoint a Committee on Resolutions composed of one member from each congressional district of the state, who shall report to the Annual Meeting. Provided, no resolution requiring the expenditure of money shall be reported which shall not contain the clause, "provided the unappropriated funds in the Treasury of the Association will justify such expenditure."

Section 3. Annual Meetings of the Executive Committee shall be held in Jefferson City during the first week of the month of June, and at the time and place of the Annual Meeting of this Association. Other meetings of the Executive Committee may be held at the call of its Chairman, due notice being given, and meetings shall be called by its Chairman, upon written request of three of its members.

Section 4. The executive Committee, subject to the provisions of this Constitution shall have general charge of the work of the Association, and shall have power to do all that may be necessary to fulfill the purposes of the Association, as herein set forth. It shall provide each member of the Association with a copy of the program at least one month before the Annual Meeting. It shall designate the amount to be expended for the Annual Meeting, but said amount shall in no case exceed two-thirds of the receipts of the previous year. It shall have in charge the finances of the Association and the enrollment of members. It shall make all appropriations and authorize all expenditures and contracts. It shall keep a permanent record of all its proceedings and shall present to the Annual Meeting a report of its actions and recommendations. It shall constitute a permanent committee on Welfare of Teachers and shall be authorized to appoint a special Committee on Legislation for each session of the State Legislature.

#### ARTICLE VII—ANNUAL MEETINGS.

The Annual Meeting of this Association shall be held at such date and place as may be determined by a majority vote of the Association. However, in the event of the inability of the Executive Committee to make satisfactory arrangements for the accommodation and comfort of the members at any time or place selected, said Executive Committee shall have full power to change time and place of the Annual Meeting.

#### ARTICLE VIII—PROGRAMS FOR ANNUAL MEETINGS.

The Executive Committee, through the President of the Association, shall have charge of arranging the general program and supervision of arranging the department programs for the Annual Meetings.

#### ARTICLE IX—DUES.

The annual membership dues of all members shall be \$1.00. Life membership dues shall be (\$10.00) ten dollars. The receipts from life memberships shall be invested by the Executive Committee and the interest only be used.

No person whose dues are not paid shall be entitled to hold office in the Association, or to vote on any measure at the Annual Meeting. The fiscal year of this Association shall begin June 1, and end the following May 31.

#### ARTICLE X—OFFICIAL PUBLICATIONS AND PROCEEDINGS.

An Official Bulletin or Journal of the Association may be published by the Executive Committee, and the proceedings of the Annual Meeting be published therein.

#### ARTICLE XI—AMENDMENTS.

This Constitution may be amended at any regular meeting of the Association, provided notice is given to the Secretary of Association 60 days before the date of the Annual Meeting and the proposed amendment published with the Annual program.

#### ARTICLE XII.

This Constitution shall take effect immediately upon its adoption.

**BULLETIN****BY-LAWS.****LAW I—RULES OF ORDER.**

The Proceedings of this Association shall be governed by "Robert's Rules of Order."

**LAW II—NOMINATION OF OFFICERS AND SELECTION OF TIME AND PLACE.**

On the afternoon of the first day of the Annual Meeting, the members of the Association from each Congressional District shall meet in a place and at a time designated by the President of the Association and shall choose one member of the Committee on Nomination of Officers, and one member of the Committee on Time and Place. When, from any cause, a committeeman is not elected from any district, the President of the Association shall appoint a member from that district.

The Committee on Officers shall meet before ten o'clock on the morning of the second day and shall nominate candidates for the following offices: President, three Vice-Presidents, and one member of the Executive Committee, and shall report to the Association at the time designated in the Annual Program.

The Committee on Time and Place shall meet before ten o'clock on the morning of the second day, and shall report to the Association at the time designated in the Annual Program.

**LAW III—THE STATE READING CIRCLE**

The State Reading Circle shall be encouraged in every possible way by the Association. Its financial management shall be under the control of the Executive Committee of this Association, and the Secretary-Treasurer of the Association shall conduct the routine business of the State Reading Circle under the direction of the Executive Committee.

The Reading Circle Board shall consist of five members, as follows: The President of this Association, the State Superintendent of Public Schools, and three members appointed by the Executive Committee, one each year for a term of three years.

There shall be held annually one joint meeting of the Executive Committee and the Reading Circle Board, the time and place to be designated by the President of the Association. The Reading Circle Board shall select such publications and arrange such courses of study as in their judgment may lead to the better professional equipment of the teachers of the state and to the strengthening of the habits of profitable reading among the pupils of the state. The Board shall make report of all its proceedings to the Executive Committee, and this report, together with a statement of the receipts and expenditures of the Reading Circle business shall be laid before the Association at the Annual Meetings by the Executive Committee, and published with the proceedings of the meeting.

**LAW IV—PAPERS.**

Each paper read before the Association, or any department thereof, shall be furnished the Secretary for filing, or for publication, if demanded by the Executive Committee.

**LAW V—DEPARTMENTS.**

The Association shall consist of the following departments:

1. Department of Universities, Colleges and Normal Schools, and Junior Colleges.
2. Department of School Administration.
3. Department of Secondary Schools.
4. Department of Elementary Schools.
5. Department of History and Government.
6. Department of Science.
7. Department of Mathematics.
8. Department of Music.
9. Department of Applied Arts and Science.
10. Department of Classics.
11. Department of Educational Council.

12. Department of English.
13. Department of Libraries.
14. Department of Rural Schools.
15. Department of Teachers of Education.
16. Department of Household Arts and Sciences.
17. Department of Missouri School Peace League.
18. Department of Kindergarten-Primary.
19. Department of Commercial Training.
20. Department of Parent-Teacher Association.
21. Department of Reading and Public Speaking.
22. Department of Geography.
23. Department of Folk-Lore Society.
24. Department of Agriculture.
25. Department of Modern Languages.

Any of the above named departments may be discontinued, or merged with other departments at the discretion of the Executive Committee, and other departments may be added, by application of twenty members, in writing, to the Executive Committee.

Each department shall select its own officers, make its own program, report its proceedings to the Secretary of this Association within ten days after adjournment of the Annual Meeting.

#### LAW VI—AMENDING THE BY-LAWS.

These By-Laws may be altered or amended at any regular meeting of the Association, by a two-thirds vote of the members present; but any proposed change must be submitted in writing, and must be read before the Association at least twenty-four hours before it is acted upon.

At the time of such preliminary reading the time when the proposed Amendment will be submitted to vote must be stated.

Dr. Isidor Loeb, Chairman of the Committee on Constitutional and Statutory Code, presented the report of this Committee.

It was moved by Principal Evans that Chairman Loeb's report be accepted and returned to the Committee for further consideration, and that the Committee be continued. The motion was duly seconded and carried unanimously. The report follows:

#### REPORT OF COMMITTEE ON CONSTITUTIONAL AND STATUTORY CODE RELATING TO EDUCATION

To the Missouri State Teachers' Association:

The Committee on Constitutional and Statutory Code Relating to Education appointed by the Executive Committee pursuant to the authorization of the Association at its last meeting, begs leave to submit the following report:

The Committee has held three meetings for the consideration of the matters referred to it by the Association. At its first meeting it decided that the county educational unit could not be established on a satisfactory basis under the present Constitution and that the State Legislature would be unable to foster vocational education in any adequate manner without securing greater constitutional powers in the matter of taxation. Hence the Committee decided to confine its attention to the preparation of a draft revision of the most important sections of the Article on Education in the State Constitution.

There was prepared for the use of the members of the Committee a compilation of the provisions relating to education in the constitutions of all American states. The Committee decided to give its first attention to the State educational administration, the county educational unit, and the financial provisions necessary to secure adequate revenue for educational purposes. The Committee has drafted the following seven sections covering the above subjects and suggests that these be recommended by the Association to the Constitutional Convention in the event that the people decide in favor of a revision of the Constitution:

Section 1. The general administration of public education shall be vested in a board of education, composed of seven citizens, to be appointed by the governor for seven-year terms, except that the first seven appointments shall be classified by the governor as to length of term so as to provide for future annual appointments. Any vacancy occurring shall be filled by the governor for the unexpired term. The members of the board shall not receive any compensation except traveling expenses.

Section 2. The state board of education shall have general supervision and control of all schools deriving any support from the State or any of its subdivisions; shall see that all laws relating to education are enforced; and may make rules and regulations, not inconsistent with law, for the government of the public schools of the State. The General Assembly may provide that the state board of education shall be a board of control for any or all state educational institutions including those for the blind and deaf.

Section 3. The state board of education shall appoint as its chief executive officer, a commissioner of education, and such other officers and employees as the board may from time to time find necessary and shall fix their compensations. The commissioner shall execute all educational policies determined upon by the state board of education.

Section 4. The county shall be the unit of taxation and administration for public school purposes, except that cities having—population or more shall be separate school units of taxation and administration. The General Assembly may authorize any city of—population or more to annex itself to a county school unit and may also provide for other school units of taxation and administration but no such unit shall be formed that is not able to maintain a complete system of elementary and secondary education under efficient supervision.

Section 5. The General Assembly shall provide for a board of education for each school unit of taxation and administration. Each of such boards of education shall be required to maintain complete elementary and secondary school system, to levy taxes necessary for such purpose, and to employ a superintendent to execute the rules and regulations of the board and to exercise general supervisory jurisdiction.

Section 6. The General Assembly shall supplement the income from the state public school fund by a general state public school tax of not less than — cents on the hundred dollars valuation, or by an appropriation which shall not be less in amount than — dollars for each pupil in average daily attendance in the public elementary and secondary schools of the state for the preceding year. A general county public school tax must also be levied in each county the rate of which must not be less than that for the state public school tax for the same year. If no state public school tax is levied in any year the minimum rate for the county public school tax shall be that which if levied upon the total assessed valuation of property in the state for said year would produce the amount appropriated by the General Assembly for public school purposes in that year. The General Assembly may also authorize such other taxation for public educational purposes as it may from time to time deem necessary, and shall provide adequate support for the University of Missouri, the State Normal Schools and other educational institutions, and when necessary for such purposes, it may levy a tax in addition to the maximum rate permitted for general state revenue.

Section 7. The income of all state, county and other public school funds and the proceeds of all state and county taxes for school purposes shall be apportioned in such manner as will tend to best equalize the advantages of education throughout the state and counties.

The Committee has not been able to consider the revision of the entire Article on Education, though the remaining sections will probably not require much modification. The Committee recommends that the Association authorize the appointment of a Committee on Educational Code to consider the revision of the remaining sections in the Article on Education and to draft a statutory educational code for adoption by the General Assembly after a new constitution has been secured.



The late Superintendent Howard A. Gass was a member of this Committee and attended its first meeting.

All of which is respectfully submitted.

Committee: U. W. Lamkin, Ben Blewett, W. T. Carrington, Geo. Melcher, Isidor Loeb, Chairman.

President John R. Kirk, Chairman of the Committee on Necrology gave the report of this Committee. On motion duly seconded the report was adopted by unanimous vote. The report will appear on other pages.

Supt. J. A. Whiteford, of Oklahoma City, moved that \$150.00 be appropriated out of the funds of the Association for a memorial in the new Capitol to the memory of the late State Superintendent Howard A. Gass. The motion was duly seconded and carried by a unanimous vote.

Announcements by President Thomas.

No further business appearing, the meeting adjourned.

## SECOND GENERAL SESSION—THURSDAY, NOVEMBER 16, 8:00 P. M.

Meeting was called to order by President Thomas.

The music was furnished by the Soldan High School Orchestra, under the direction of Miss M. Teresa Finn.

Hon. Wm. P. Evans, Treasurer of the Constitutional Convention Committee gave the report for this committee. It was moved, seconded and unanimously carried that the report be accepted and the committee be continued. The report follows:

### REPORT CONSTITUTIONAL CONVENTION COMMITTEE.

St. Louis, Mo., Nov. 16, 1916.

President, Missouri State Teachers' Association:

Your Committee on Constitutional Convention presents the following report on the progress of its work.

**RESOLVED:** that a committee of five be appointed to carry on an agitation for a constitutional convention." Acting under the authority of this resolution adopted last November at the Kansas City meeting, the Executive Committee named for your committee, Dean Walter Williams, Columbia; Dr. W. S. Dearmont, Cape Girardeau; Dr. W. H. Black, Marshall; Mr. S. E. Davis, Maryville; Mr. Wm. P. Evans, St. Louis. The sum of \$100 was set aside for its expenses.

Before meeting January 22nd the members had corresponded and had some definite plans in view. At the meeting, Mr. Davis was made temporary secretary and Mr. Evans, treasurer. Mr. Spencer, the chairman of the Executive Committee, was invited into conference and he was convinced that much more money would be needed to carry the work on successfully. He called his committee together again February 5th and \$400 was added outright to our fund and \$1,500 more was promised if \$4,000 could be secured from outside sources.

A sub-committee on Finance was created composed of Mr. Evans, Mr. Oakerson, Supt. Blewett, Supt. Cammack, Supt. Whiteford, Supt. Barbee and Supt. H. T. Phillips. Acting under authority granted, this committee asked the teachers of the state to contribute one dollar on the thousand of the annual salary. The response to this appeal was generous and prompt. There is now on hand deposited in the Mercantile Trust Company, subject to the joint check of Walter Williams and Wm. P. Evans, the sum of \$5,064.31 as shown by the attacht audit of the Finance Committee. Of the \$2,000 appropriated from the funds of the Association \$1,104.80 has been used

leaving \$895.20 to the credit of the Constitutional Convention Committee in the hands of Secretary-Treasurer Carter.

Dr. Dearmont was delegated to prepare literature setting forth some needs for a new constitution. He prepared and published an eight page leaflet that was in much demand, so much so that a second edition had to be printed. A copy of it is a part of this report.

The committee then undertook to enlist other organizations in a greater committee or association formed to secure a modern organic law for the state. In this effort large success was attained. One after another great state-wide bodies have cast in their lots with ours. In May, on the call of the chairman, representatives of several of these organizations met in Sedalia and formed a New Constitution Association. Its articles of agreement are as follows:

#### CONSTITUTION.

##### ARTICLE I.

The name of the organization shall be the New Constitution Association.

##### ARTICLE II.

Its object shall be to effect the adoption of a new constitution for the State of Missouri.

##### ARTICLE III.

Its membership shall include organizations, representatives of organizations and individuals favorable to the object of the association who shall be elected to membership by the executive committee.

##### ARTICLE IV.

The officers shall be a president, secretary, treasurer, and executive committee and such other officers as the executive committee may appoint. The executive committee shall act for the association in all matters when the association is not in session.

##### ARTICLE V.

The times and places of meetings shall be determined by the executive committee.

##### ARTICLE VI.

This constitution may be amended at any meeting under provisions to be established by the executive committee.

##### ARTICLE VII.

The executive committee to serve until successors are elected by the association shall consist of the following and such other persons as these named shall add to its membership.

Walter Williams, Columbia.  
Wm. P. Evans, St. Louis.  
W. S. Dearmont, Cape Girardeau.  
S. E. Davis, Maryville.  
W. H. Black, Marshall.

The Missouri State Teachers' Association, the Missouri College Union, the Missouri Bankers Association, the Missouri Bar Association, the Missouri State Medical Association, the Missouri Press Association, the League of Missouri Municipalities, the Federation of Commercial Clubs, the State Federation of Labor, the St. Louis Bar Association, the Drummers Association, the Ozark Press Association, the Missouri State Horticultural Society, the Missouri Saddle Horse Breeders Association are now members of this body and representatives named by the first nine bodies have been added to the Executive Committee. The officers are Walter Williams, Chairman; E. N. Meador, Jefferson City, Secretary; Wm. P. Evans, Treasurer.

Mr. Meador, the secretary, was formerly a teacher and recently editor of the Cassville Republican. He comes to us highly recommended and gives his whole time to the work. For the present his expenses will be borne by

the funds so generously given by the teachers of the state. In fact all recognize that our promptness with the money has made this undertaking possible.

A most important part of the New Constitution Association's work was in securing the endorsements of the political parties. Each convention was asked to embody the following plank in its platform. "We favor the submission by the next general assembly to the voters of Missouri of the question of the need of a new state constitution." The Republican, Democratic, Progressive and Prohibition parties all complied with this and adopted planks favoring the submission. These planks of the various platforms are set out in full in the printed leaflet which is a part of this report.

The co-operation of the press of the state in behalf of a new constitution has been enlisted and more than three-fourths of all the newspapers of Missouri are already cordially supporting the movement.

Your committee has alone and jointly held seven meetings. Each meeting has had a practically full attendance of the members. With continued, earnest, united effort on the part of those who favor a new constitution, it is believed the next General Assembly will submit the question to popular vote. If it does not do so, the need for a new constitution still remains as urgent as heretofore. If it does submit the question, further effort in order to bring about favorable action by the voters at the special election called to decide the question will of course, be necessary. In either event this large constructive work to which the Association has so definitely committed itself and which has now much assurance of final success should, in the opinion of your committee, be carried on without abatement. We recommend that you authorize the committee to continue its work along the lines already being pursued.

Respectfully submitted,

Walter Williams.

W. H. Black.

W. S. Dearmont.

Wm. P. Evans.

#### THE NEED OF A NEW CONSTITUTION.

As Presented by the Executive Committee of the New Constitution Association.

The undersigned Executive Committee of The New Constitution Association, appointed to urge upon the people of Missouri the importance of calling a constitutional convention to frame a new constitution, desiring to enlist the co-operative efforts of all organized bodies in the state and the people of the state generally, in urging upon the next general assembly the necessity of submitting a call for a constitutional convention and for the election of delegates to a constitutional convention, submit the following brief statement of some of the reasons why it is imperative that Missouri have a new constitution:

1. We have reached the limit of progress in the development of education in Missouri under the old constitution. All efforts at further progress are futile on account of limitations imposed by the constitution. Important educational movements under way in other states, including the proposed development of vocational education with the assistance of the national government, are impossible in Missouri on account of the limitations of the old constitution. Missouri must stand stationary, or perhaps retrograde in education, until a new constitution is adopted.

2. The people of Missouri are living under a taxing system that imposes unequal burdens upon the various communities of the state and upon individual citizens. Certain forms of property, such as real estate of all kinds, and farm property in general, are readily listed by the assessors, while other forms of property are in many cases not reported for assessment at all. Citizens of Missouri are tempted to withhold their property from assessments, contrary to law and good morals, because some forms

of property, if reported for assessment at all, would under the system of taxation imposed by the old constitution bear burdens of taxation so heavy as to amount almost to confiscation of the income on this property. The old constitution imposes this unjust system of taxation upon the people of Missouri and it must be borne until the people adopt a new constitution.

3. Provisions in the old constitution governing the organization and procedure of the courts largely defeat the ends of justice, and impose needless burdens of expense in all litigation. On account of limitations in the old constitution the supreme court is three years behind in its business. Under such conditions poor men are practically denied relief in our highest court because the long delay necessary in deciding their cases often means their ruin. Corporations and other wealthy litigants can force poorer litigants to accept their terms rather than endure the long delay necessary in deciding a case if an appeal to the supreme court is taken. The people of Missouri must suffer under an unjust and vicious system until there is a new constitution.

4. Under limitations imposed by the old constitution, cities and towns and other local communities are denied the right of managing their own local affairs. They are unable to make needed public improvements and to provide for their welfare under modern conditions of life. Many rural communities are prohibited by the old constitution from maintaining a good school for more than a few months in a year. Most of the small cities and towns of the state are unable to support a public library on account of limitations imposed by the old constitution. Further progress and development in the small cities and towns of Missouri is made difficult, if not well nigh impossible, by the limitations of the constitution.

5. The need of good roads is felt throughout the state, but it is very difficult under our constitution to establish and maintain good roads. A new constitution is needed to enable the state to do its part in making and maintaining good roads that are of such vital importance to the development of rural life and to the prosperity of our agricultural interests.

6. Great changes in economic and social life have made imperative many reforms in social and industrial relations. Our old constitution was framed more than forty years ago, at a time when these changes were not anticipated. In most instances these reforms are blocked by provisions in the old constitution which are interpreted by the courts in the light of mediaeval rather than modern conditions. A new constitution is needed to make certain the power of the legislature to make these reforms possible.

7. All the state institutional activities are made uncertain and are hampered by the fact that none of the state's institutions can adopt and carry out consistently a constructive policy of development extending over a period of years because of lack of continuity and certainty in financial support. Much more economical administrations of all the institutions could be secured even without added revenue if it were possible to know what available resources would probably be at the command of the institutions during a term of years. Under such circumstances an institution could plan its building operations intelligently and carry them out with care and economy, which policy is at present impossible.

Committee: Walter Williams, Chairman. W. S. Dearmont. W. H. Black. S. E. Davis. Wm. P. Evans.

#### FOR A NEW STATE CONSTITUTION.

From the Democratic state platform, adopted at Jefferson City, August 22, 1916.

"We favor the submission by the next general assembly to the voters of Missouri of the question of the need of a new state constitution."

From the Republican state platform, adopted at Jefferson City, August 23, 1916.

"We favor the submission by the next general assembly to the voters of Missouri of the question of a new constitution. We declare in this connection that a new constitution should be framed as a non-partisan instrument and therefore we recommend that the submission be made in a form to provide for an equitable and just representation of all political parties in the constitutional convention."

From the Progressive party platform, adopted at Kansas City, August 22, 1916.

"We believe that our state has outgrown the present state constitution and we are in favor of a constitutional convention being called by the next legislature to frame a new constitution for Missouri."

From the Prohibition party platform, adopted at Kansas City, August 22, 1916.

"We favor an omnipartisan convention for the formation of a new constitution for Missouri."

#### **The Constitutional Convention.**

How the Missouri state constitution may be amended is provided in Article XV, Section 3, of the present constitution:

Constitution, how revised and amended by convention, etc.—The General Assembly may at any time authorize, by law, a vote of the people to be taken upon the question whether a convention shall be held for the purpose of revising and amending the Constitution of this State; and if at such election, a majority of the votes on the question be in favor of a convention, the Governor shall issue writs to the sheriffs of the different counties, ordering the election of delegates to such a convention, on a day not less than three and within six months after that on which the said question shall have been voted on. At such election each Senatorial district shall elect two delegates for each senator to which it may then be entitled to the General Assembly, and every such delegate shall have the qualifications of a State Senator. The election shall be conducted in conformity with the laws regulating the election of senators. The delegates so elected shall meet at such time and place as may be provided by law, and organize themselves into a convention, and proceed to revise and amend the Constitution; and the Constitution when so revised and amended, shall, on a day to be therein fixed, not less than sixty days or more than six months after than on which it shall have been adopted by the convention, be submitted to a vote of the people for and against it, at an election to be held for the purpose; and if a majority of all the votes given be in favor of such Constitution, it shall, at the end of thirty days after such election, become the Constitution of this state. The result of such election shall be made known by proclamation by the Governor. The General Assembly shall have no power, otherwise than in this Section specified, to authorize a convention for revising and amending the constitution.

#### **REPORT OF SUB-COMMITTEE ON FINANCE, CONSTITUTIONAL CONVENTION COMMITTEE OF M. S. T. S.**

St. Louis, Mo., Nov. 15, 1916.

We, your Finance Committee, have examined the accounts of William P. Evans, Treasurer, and find deposited in the Mercantile Trust Company to the credit of the Constitutional Conventions Committee of the M. S. T. S. the sum of \$5,064.31.

The itemized receipts as reported by William P. Evans are as follows:

H. S. Hartzog .....	\$2.00
L. L. Lichliter .....	3.00
W. H. Black .....	3.00



Luther Hardaway .....	5.00
J. L. Long (Practical Drawing) .....	10.00
Farber (Town) .....	1.36
The MacMillan Company .....	20.00
D. A. Bickel (Milan) .....	2.00
Wellington .....	3.94
Fillmore .....	2.35
E. M. Carter .....	2.00
Alan D. Campbell .....	1.00
N. M. Sowder .....	1.00
Lincoln Institute .....	8.00
Kansas City .....	1,000.00
Collins (Town) .....	1.32
S. E. Lightcap .....	1.00
Augusta .....	8.10
Walter Webb .....	2.50
Stotts City .....	1.52
Richmond .....	3.40
J. M. Sodeman .....	.80
Louisiana .....	13.16
Newson Company .....	5.00
University Publishing Company .....	3.50
Coffey (Town) .....	3.29
Austin Pyle .....	1.00
Troy .....	6.35
Waverly .....	2.24
Laredo .....	2.65
East Lynn .....	1.40
Nevada .....	25.77
Elmo .....	2.38
Rich Hill .....	9.00
De Witt .....	1.95
Cape Girardeau .....	25.01
J. E. Baker .....	1.00
Norborne .....	4.50
Sullivan .....	4.45
Seneca .....	2.60
Madison .....	3.45
Gorin .....	3.25
Desloge .....	9.40
Jefferson City .....	26.31
Alba .....	3.86
Corning .....	1.62
Plattsburg .....	5.00
King City .....	2.95
Missouri City .....	1.60
Boonville .....	8.00
St. Louis .....	2,236.19
Greenfield .....	7.00
Piedmont .....	3.95
Maplewood .....	26.92
George F. Nardin .....	5.00
W. C. Sebring .....	2.00
Irondale .....	1.70
Jasper .....	3.95
R. N. Lovelace .....	2.00
Albany .....	7.80
Webb City .....	25.00
Golden City .....	25.00
Wellston .....	5.25
Joplin .....	45.49
Independence .....	32.88

Belton .....	1.20
Howard A. Gass .....	3.00
W. M. Oakerson .....	2.40
E. Adams .....	1.00
Rockport .....	4.50
Frankford .....	3.74
Bethany .....	8.76
Pierce City .....	5.72
Carthage .....	25.03
Altamont .....	1.45
Clayton .....	12.50
Sedalia .....	39.80
Macon .....	11.57
Pleasant Hill .....	7.76
A. E. Threlekld. ....	1.35
Maryville .....	12.45
Lexington .....	13.37
Normal School (Cape Girardeau) .....	7.52
Normal School (Springfield) .....	53.60
Springfield .....	69.66
Festus .....	5.52
St. Joseph .....	227.95
Stockton .....	3.50
Easton .....	2.20
Graham .....	3.80
St. Louis (*\$2,236.19) .....	116.35
Pisgah .....	3.80
Reslo Havenor .....	1.40
Kirkwood .....	28.95
Polo .....	1.60
Tarkio .....	8.00
Hannibal .....	13.44
Joplin (*\$45.49) .....	32.57
Frederic A. Hall .....	5.00
Normal School (Warrensburg) .....	91.67
M. L. Griffith .....	1.00
Triplett .....	3.47
Bertram Harry .....	2.00
Chilhowee .....	2.61
Jefferson City (*26.31) .....	.90
Eldorado Springs .....	3.80
American Bk. Co. ....	10.00
S. M. Green .....	3.00
Bevier .....	4.25
T. J. Walker .....	1.80
Maryville (*12.45) .....	1.00
Adrian .....	3.75
Faculty, Missouri Wesleyan College ....	9.10
Osceola .....	2.70
Warrenton .....	2.04
Kansas City (*\$1,000) .....	77.35
Novinger .....	3.00
Fredericktown .....	7.36
Clara Phillips .....	.60
St. Louis (*\$2,352.54) .....	5.02
St. Charles .....	17.30
Eldorado Springs (*\$3.80) .....	1.82
J. H. Eckelberry .....	1.25
Ste. Genevieve .....	3.20
Liberty .....	13.32
Springfield (*\$69.66) .....	35.32
Carthage (*\$25.03) .....	10.63

Excelsior Springs .....	4.00
D. E. Tugel .....	1.20
E. E. Cary .....	1.00
Teachers of Jackson County .....	15.67
Teachers of Buchanan County .....	34.34
W. F. Nupe .....	1.00
Teachers of Bates County .....	1.80
Maryville Normal School .....	29.26
Teachers of Callaway County .....	36.11
Teachers of Maries County .....	10.86
W. W. Griffith .....	1.00
Concordia .....	3.25
Teachers of Camden County .....	2.50
Bloomfield .....	6.00
De Kalb .....	2.60
Shannon County Teachers .....	6.00
Saline County Teachers .....	2.78
University of Missouri .....	46.12
A. C. Guerdan .....	1.00
University .....	16.00
We find the total collections have been \$5,015.97.	
Total allowance for interest.....	\$53.35
Total .....	5,069.32
Exchange .....	5.01

Balance in Bank .....\$5,064.31

Items above partially reported in M. S. T. A. Bulletin.

WM. P. EVANS.

F. H. BARBEE.

W. M. OAKERSON.

H. T. PHILLIPS.

BEN BLEWETT.

Committee.

"The Marks of An Educated Man" was the subject of an address by Dr. Elmer Burritt Bryan, President Colgate University, Hamilton, N. Y.

A musical chorus by 800 high school boys and girls directed by Mr. E. L. Coburn, Supervisor of Music, St. Louis Public Schools, and assisted by Mrs. Henry W. Eddy, Soprano, and Mr. Homer Moore, Baritone, was given. The program follows:

- 1 Chorus—(a) "Send Out Thy Light" - - - - Gounod  
(b) "Hail to the Heroes" - - - - (Aida) Verdi
- 2 Chorus—"Home to Our Mountains" - - - - (Il Trovatore) Verdi
- 3 Solo—"He Is Kind" - - - - (Herodiade) Massenet  
Mrs. Henry W. Eddy
- 4 Chorus—(a) "Exile" - - - - Tschalkowski  
(b) "Nature's Praise to God" - - - - Beethoven
- 5 Solo—"Lend Me Thine Aid" - - - - (Queen of Sheba) Gounod  
Mr. Homer Moore
- 6 Chorus—(a) "The Smuggler" - - - - (La Traviata) Verdi  
(b) "The Soldiers' Chorus" - - - - (Faust) Gounod
- 7 Duet—"Still As The Night" - - - - Goetze  
Mrs. Henry W. Eddy and Mr. Homer Moore
- 8 Chorus—(a) "Even Bravest Hearts" - - - - (Faust) Gounod  
(b)—"Unfold, Ye Portals" - - - - Gounod

Mrs. Russell Rizer, accompanist for Soloists; Miss M. Teresa Finn, Mrs. D. H. Cleland and Mr. Paul J. Weaver, Accompanists for Chorus.

No further business appearing, the meeting adjourned.

**THIRD GENERAL SESSION—FRIDAY MORNING, NOVEMBER 17, 9 A. M.**

The Third General Session was held in five divisions as follows:

**DIVISION I. SECONDARY EDUCATION, AUDITORIUM SOLDAN HIGH SCHOOL.**

Meeting was called to order by President Thomas.

Music was given by the Chaminade Club of Soldan High School under the direction of Miss M. Teresa Finn.

Dr. David Snedden, Teachers College, Columbia University, gave an address on the "Re-organization of Secondary Education."

Dr. E. L. Harrington, Professor of Physics, Maryville Normal School, gave an address on the subject, "The Place of Science in the High School Curriculum."

"Measuring Results in the High School Courses" was the subject of an address given by Dr. Chas. H. Judd, Director School of Education, University of Chicago.

No further business appearing, the meeting adjourned.

**DIVISION II. RURAL EDUCATION, AUDITORIUM UNION AVENUE CHRISTIAN CHURCH.**

Meeting was called to order by County Superintendent H. T. Phillips, Third-Vice-President, who presided.

Music was given by the Soldan High School Glee Club, under the direction of Mr. Paul John Weaver.

Mr. W. K. Tate, Professor of Rural Education, Peabody College for Teachers, Nashville, Tenn., gave an address on "Important Ideals in Rural Education."

"Measuring Results in Rural School" was subject of an address given by Prof. R. H. Emberson, Director Boys' and Girls' Clubs, University of Missouri, Columbia.

Mrs. Cora Wilson Stewart, President of Kentucky Illiteracy Commission, Frankfort, Ky., gave an address on "Moonlight Schools."

No further business appearing, the meeting adjourned.

**DIVISION III. GRAMMAR GRADE EDUCATION, AUDITORIUM THIRD BAPTIST CHURCH.**

Meeting was called to order by W. J. Stevens, First Vice-President, who presided.

Music was given by the Central High School Dulcimer Club, under the direction of Miss M. Ethel Hudson.

Dr. M. A. Honline, Dayton, Ohio, gave an address on "The Problem of Religious Education."

"Minimum Essentials in Grammar" was the subject of an address given by Dr. W. W. Charters, Dean of the School of Education, University of Missouri.

Dr. David Snedden, Teachers College, Columbia University, New York City, gave an address on "Contemporary Efforts to Improve Upper Grade Education."

No further business appearing, the meeting adjourned.

**DIVISION IV. INTERMEDIATE GRADE EDUCATION, AUDITORIUM, UNION M. E. CHURCH.**

Meeting was called to order by Miss Roxana Jones, Second Vice-President, who presided.

Music was given by the Grover Cleveland High School Orchestra, under the direction of Mr. D. H. Cleland.

Dr. Chas. H. Judd, Director School of Education, University of Chicago, gave an address on "Mental Characteristics of Primary and Intermediate Grades."

"Departmental Work in the Intermediate Grades," was the subject of an address by Prof. M. A. O'Rear, Department of Education, Springfield State Normal School.

Mrs. Alice M. Carmalt, Department of Elementary Methods, Pittsburg University, Pittsburg, Pa., gave an address on "The Enrichment of the Teacher's Life."

No further business appearing, the meeting adjourned.

**DIVISION V. PRIMARY GRADE EDUCATION, AUDITORIUM SHELDON MEMORIAL.**

Meeting was called to order by Miss Mary C. McCulloch, who presided.

Music was given by the first primary children, under the direction of Miss Rose Galvin.

Mrs. Alice M. Carmalt, Department of Elementary Methods, Pittsburg University, Pittsburg, Pa., gave an address on "The New Education."

"The Place of Handwork in the Primary Grades," was the subject of an address by Miss Ella Victoria Dobbs, Assistant Professor of Manual Arts, University of Missouri.

"Story Telling in the Primary Grades" was the subject of an address by Miss Emma Filson, Primary teacher, Tarkio.

No further business appearing, the meeting adjourned.

**FOURTH GENERAL SESSION—FRIDAY, NOVEMBER 17, 1916, 2:00 P. M. COLISEUM**

The program for the fourth general session consisted of a demonstration of the physical training activities practiced in the public elementary and high schools of St. Louis. All phases of the work and play, beginning with Grade One and ending with the high school, were given. Classes of boys and girls of elementary grades and six classes of high school students, under the personal direction of their class teachers, were called upon for this demonstration.

**FIFTH GENERAL SESSION—FRIDAY, NOVEMBER 17, 8:00 P. M.**

The Fifth General Session was held in three divisions as follows:

**DIVISION I. VICTORIA THEATRE.**

The meeting was called to order by President Thomas.

Music was furnished by the Yeatman High School Choral Club, under the direction of Miss Eugenie Dussuchal.

Prayer by Rev. Dr. Samuel A. Woodrow, Pilgrim Congregational Church.



Dr. David Snedden, Teachers College, Columbia University, New York City, gave an address on "Current Problems in Education."

Mrs. Cora Wilson Stewart, President of Kentucky Illiteracy Commission, Frankfort, Ky., gave an address on "Kentucky's War on Illiteracy."

Mr. W. K. Tate, Professor of Rural Education, Peabody College for Teachers, Nashville, Tenn., gave an address on "The Swiss School System."

No further business appearing, the meeting adjourned.

#### **DIVISION II. AUDITORIUM UNION M. E. CHURCH.**

The meeting was called to order by Mr. W. J. Stevens, First Vice-President, who presided.

Music was furnished by the Yeatman High School Orchestra, under the direction of Mr. William H. Birr.

Prayer by Rev. Dr. Grant A. Robbins, Union M. E. Church.

Mr. Durand W. Springer, Secretary National Education Association, Ann Arbor, Michigan, gave an address on "Teaching As a Profession."

Dr. M. A. Horline, Dayton, Ohio, gave an address on "Correlating Biblical Instruction with Public Education."

Dr. David Snedden, Teachers College, Columbia University, New York City, gave an address on "Improvement in General Method."

No further business appearing, the meeting adjourned.

#### **DIVISION III. THIRD BAPTIST CHURCH.**

The meeting was called to order by Miss Roxana Jones, Second Vice-President, who presided.

Music was furnished by the McKinley High School Orchestra, under the direction of Mr. Eugene M. Hahnel.

Prayer by Rev. Dr. W. C. Bitting, Second Baptist Church.

Dr. Chas. H. Judd, Director School of Education, University of Chicago, gave an address of "Cultivating Initiative."

Dr. Carter Alexander, Peabody College for Teachers, Nashville, Tenn., gave an address on "Public Opinion as an Influence in Educational Matters."

Dr. M. V. O'Shea, Professor of Education, University of Wisconsin, Madison, Wisconsin, gave an address on "Every-day Traits of Human Nature."

No further business appearing, the meeting adjourned.

#### **SIXTH GENERAL SESSION—SATURDAY MORNING, NOVEMBER 18, 1916; SOLDAN HIGH SCHOOL AUDITORIUM**

The meeting was called to order by President Thomas. Music. The opening prayer was delivered by Rev. John A. Rice, of St. John's M. E. Church, South.

Dr. John D. Shoop, Supt. of Public Instruction, Chicago, Illinois, and President of the Department of Superintendence, N. E. A., delivered an address on "The Variable and the Constant in Education."

Dr. Walter McNabb Miller, Secretary of the Missouri Association for the Relief and Control of Tuberculosis, made an announcement concerning the Anti-Tuberculosis campaign.

The report of the Committee on the Smith-Hughes Bill was called for, but as the chairman, Mr. Bainter, was absent, no report was given.

Miss Virginia Craig, of the Normal School at Springfield, and Chairman of the Committee on English in the Grades, gave the report of this committee. Supt. Blewett moved the adoption of this report. This motion was seconded and carried unanimously.

Mr. T. J. Walker, of Jefferson City, chairman of the Joint Library Committee, gave the report for this committee. Mr. Walker moved the adoption of the report. The motion was seconded and unanimously carried. The report follows:

#### REPORT OF JOINT-LIBRARY COMMITTEE.

The chief need of the rural schools of the state seems to be a list of books so arranged as to give the foundation for cataloging and of library arrangement and some idea of the value of each book for school use. Your committee would therefore recommend that such a list be prepared co-operatively by the Missouri Library Commission and the State Educational Department, and incorporated in the next revised edition of the State Course of Study for rural and graded schools. Following recommendations are also made by the Committee:

I. As a basis for the list use that of the National Education Association called a Standard Foundation for a Rural School Library, selecting 100 volumes from these titles.

II. That the titles be published, furnished with all catalog entries indicated with special attention to subject analytical work.

III. That annotations be added indicating the real character of the book, its contents and its adaptation to the grade.

IV. That particular recommendations be made of titles to be purchased in duplicate, naming at least one to every two members of the class as a minimum.

A classified arrangement of this list under the headings used by the National Education Association is suggested to make it easier for a teacher to select the proper proportions for purchase.

(Signed) Committee:

T. J. WALKER,  
I. R. BUNDY

At a meeting of the Missouri Library Association, Columbia, October 11-13, the Committee on Investigation of High School Libraries reported as follows:

In taking up the work of the joint committee your committee found that the members of the M. S. T. A. Committee felt that their investigation should be more general than high school alone. Owing to this discrepancy in statement of the purpose of the two committees joint action has been difficult.

Your committee has prepared a questionnaire to be submitted to first-class high schools throughout the state developing the present conditions with regard to number of books, condition of organization, hours of opening, training of attendants. It is their hope to send these out with the approval of the State Educational Department so that results may be at hand sometime during the winter. The committee wishes to make note of the fact that similar plans have been made by the Library of the University of Missouri, and to request leave to co-operate with the University department in this work. (Questionnaire appended.)

Mo. Library Ass'n. Committee:

HARRIET P. SAWYER  
WARD H. EDWARDS  
ELIZABETH B. WALES  
PAUL BLACKWELDER

President Thomas called for the report of the Committee on Resolutions. Supt. Blewett, Chairman of the Committee, introduced Mr. W. W. Martin, of Cape Girardeau, Vice-Chairman of the Committee, who read the report. Mr. Martin moved the adoption of the report. The motion was duly seconded.

State Superintendent Lamkin opposed Section 12 of the Resolutions under the head of Legislation, and moved that the report be amended by striking out all of Section 12 which reads as follows:

12. We believe that the primary function of every public, elementary or high school is to meet the educational needs of the community which it serves. Because of the undue attention which has been paid to college entrance requirements the high schools of Missouri sometimes do not perform this function, and they have developed in part at the expense of the elementary schools of the state. As a corrective of both these tendencies we commend the taking over by the State Department of Education of the sole power of standardizing and approving high schools and we recommend that the elementary schools of the state, both graded and rural, be strengthened through increased financial support and more complete inspection. We further recommend that the mandatory powers of the State Department of Education in approving secondary and elementary schools be limited to reasonable rules governing suitable school buildings, to judging the quality of instruction, and to requiring necessary local tax levies for the support of these schools as a condition by law upon which state aid and approval shall be given; and that all other powers of this department in standardizing and approving secondary and elementary schools be advisory. To this end we recommend that the State Department of Education be liberally supported by the State and given the means of employing a sufficient number of the best experts to supervise elementary and secondary education, and in their advisory capacity to aid the local school officials and teachers in establishing schools that will fully meet the local needs in the light of the most advanced ideas of education.

Mr. Lamkin's motion was duly seconded.

President Dearmont, of Cape Girardeau, spoke against the amendment and said that Section 12 did not refer to any particular case but stood for a general principle. President Carrington said it is very important that the State Superintendent have the power to pass on the State Course of Study, and moved that Mr. Lamkin's motion be amended by striking out that part of section 12 beginning with "We further recommend" and ending with "schools be advisory." Principal Walters, of St. Louis, seconded this motion. Mr. Melcher, of Kansas City, inquired as to the meaning of Section 12 and spoke in favor of Mr. Lamkin's amendment. Mr. Walters favored Mr. Carrington's amendment. The motion was further discussed by President Kirk, of Kirksville; Supt. Harry, of Doniphan; Rural School Inspector Walker, of Jefferson City; Supt. Roques, Eureka; President Dearmont, of Cape Girardeau; Supt. Daugherty, of Bethany; and Mr. Martin, of Cape Girardeau.

The vote was then taken on Mr. Carrington's amendment to Supt. Lamkin's motion. The amendment lost by a vote of 72 for and 94 against.

Supt. Lamkin's motion to strike out all of Section 12 was then voted on and carried by a large vote.

The Convention then voted on Vice-Chairman Martin's report of the Committee on Resolutions as amended and the report was adopted. The report follows:

## REPORT OF COMMITTEE ON RESOLUTIONS

The Missouri State Teachers' Association thanks the citizens, teachers, committee, school board members, newspapers, the Marquette Hotel, the president for the excellent program, the musicians who assisted, the decorating companies who beautified the meeting places, and all who contributed in any way to the success of the St. Louis Convention for the hospitality and for the many courtesies shown the Association during its 1916 session.

**Missouri Children's Code Commission.** Since the Missouri State Teachers' Association is interested in the physical, mental and moral welfare of every child in the state, and the Missouri Children's Code Commission, appointed by the Governor in 1915, has prepared for submission to the Forty-ninth General Assembly a complete code of laws embodying the most important provisions for the protection of children, therefore, we endorse the general purpose and plan of the work of the Missouri Children's Code Commission and recommend that our members urge the Forty-ninth General Assembly to give careful consideration to the "Children's Code" which will be introduced in the Legislature next January.

**Legislation Favored.** We favor the enactment of laws as follows:

1. Making the minimum age limit of public school teachers in Missouri eighteen years.
2. Providing high school privileges for all grammar school graduates.
3. A better child labor law, including a provision for following up work certificates and compulsory attendance of children under sixteen at part-time or continuation schools, wherever such schools are established.
4. We repeat a former recommendation of this Association for a law in Missouri placing the initiative in all educational matters that are purely professional, such as the selection of teachers, text books and educational supplies in the hands of the proper professional administrative officer.
5. Empowering Boards of Education to contract with principals and superintendents of schools for a period of from one to three years.
6. Permitting counties to establish high schools for colored pupils.
7. A law which provides that in a school district already maintaining a school term in excess of eight months the school board of said district shall not be required to submit to the qualified voters of said district at succeeding annual elections the question of the length of school term, provided the said school term already voted may be maintained on the maximum school levy as provided by law.
8. A law which provides that when the qualified voters of a school district have voted a school levy in excess of 40 cents on the \$100.00 valuation for school purposes, the school board of said district shall not be required to submit the question of "the amount of school levy" at succeeding annual elections, provided that said school levy thus voted shall be sufficient in amount to maintain a term of school the length of which has already been determined by the qualified voters of said district.
9. A revision of the school attendance law so as to provide for the attendance of every child at school for the full term and for making the law more easily enforced.
10. We heartily endorse the law providing for free text books in the public schools and note with pleasure the successful use of free text books by more than one-half of the children of the state. We unreservedly recommend free text books for all schools.
11. A law requiring higher educational qualifications for county superintendents of schools, increasing the county superintendent's salary, providing for traveling and clerical expenses, in order that more efficient and effective service may be rendered through this important office.

**Current Educational News.** We recommend that the State Department



of Education supply the press of the state at convenient intervals with letters giving educational news of public interest.

**Assessed Valuation of Property.** We recommend the return of property for the purpose of taxation at the value provided for in the state constitution.

**Affiliation of District Associations with the State Association.** The executive committee of this association is hereby instructed to invite the several state district teachers' associations of Missouri to co-operate with it in enrolling the teachers of the state in both the state association and a district association. To this end the executive committee is authorized to enter into equitable business relations with the several district associations.

**Appointment of Resolutions Committee.** Realizing the impossibility of properly weighing resolutions affecting the educational policy of the state, during the brief period that the association is in session, we recommend that the Committee on Resolutions be appointed at least three months prior to the meeting of the association, in order that resolutions presented by individuals or by organizations may be thoroughly digested before action is taken by the committee.

**Illiteracy Among Adults.** Since illiteracy among adults is especially prevalent in many sections of our state and the present constitutional limit of age for free education pertains to persons between the ages of six and twenty years, we therefore recommend that the restrictions upon free education to persons over twenty years of age be removed; and that this recommendation be referred to the Committee on Constitutional and Statutory Code.

**Co-operation with the Missouri Federation of Commercial Clubs.** Since the Missouri Federation of Commercial Clubs co-operates with the educational, agricultural, civic and all other industrial organizations of Missouri for a greater Missouri we approve the "Greater Missouri" campaign now being conducted in the City of St. Louis by the officers of the said Federation to raise \$150,000.00 to develop all of Missouri.

**Teachers' Pensions.** This association re-affirms the position it has already taken in support of pensions to teachers, and respectfully urges the Committee on Constitutional and Statutory Code that nothing be included in recommendations for a new constitution which will prohibit the General Assembly from authorizing school boards or boards of education in this state to create, maintain and manage a fund out of the school moneys under their control for pensioning public school teachers who have become mentally or physically incapacitated for further service; and we recommend that a committee of three be appointed by the incoming president of this association to lay this recommendation before the Committee on Constitutional and Statutory Code.

**Committee on Larger Revenue.** The executive committee of this association is directed to appoint a committee of three to study the problem of state revenue and to co-operate with similar committees of other organizations in recommending to the next General Assembly ways and means of securing a larger revenue for all state purposes, such committee to serve without expense to this association.

**Training of Teachers.** We re-affirm our belief in the principle that the professional training of teachers is a state function, and we heartily approve of the work that the state has done in establishing the following institutions for the training of teachers: The School of Education in the University of Missouri, the five State Normal Schools, Lincoln Institute, the Teacher-training courses in High Schools for the training of teachers for the rural schools, and the city Teacher-Training Schools for the training of teachers for the city schools. We recommend the liberal support of all such institutions as fundamental to the progress of our state.

**Appropriation Recommended.** We recommend that the executive committee appropriate an amount not to exceed \$250 for establishing Missouri headquarters at the 1917 meeting of N. E. A., provided that the unappropriated funds in the treasury will justify such expenditure.

(Signed) BEN BLEWITT, Chairman, St. Louis; C. H. WILLIAMS, Secretary, Columbia.



Prin. T. E. Spencer, of St. Louis, Chairman of the Executive Committee, made oral report of this Committee for the year. President Carrington moved that the report be approved. This motion was seconded and carried unanimously.

Supt. S. E. Seaton, Secretary of the Committee on Time and Place gave the report for this Committee. He moved the adoption of the report, which motion was duly seconded and carried unanimously. The report follows:

#### REPORT OF COMMITTEE ON TIME AND PLACE.

We, your Committee on Time and Place, beg leave to report as follows: Time of next meeting, third week in November, 1917. Place of next meeting, Kansas City.

Respectfully submitted; Louis Theilmann, Chairman, New Madrid; S. E. Seaton, Secretary, Macon.

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Supt. George H. Merideth, of Bunceton, Secretary of the Committee on Nomination of Officers, presented the report for his Committee. On motion duly seconded the report was adopted by a unanimous vote. The report follows:

#### REPORT OF COMMITTEE ON NOMINATION OF OFFICERS.

We, your Nominating Committee, beg leave to report as follows: Motion was made and seconded that the Committee vote by ballot for the officers of the Association. As the result of the ballot, the following persons were nominated for the year 1917: President, Ira Richardson, Maryville; First Vice-President, George Melcher, Kansas City; Second Vice-President, Myrtle Knepfer, Cape Girardeau; Third Vice-President, T. J. Stewart, Flat River.

For member of the Executive Committee, vice J. A. Whiteford, resigned, for the term ending November, 1921, Miss Lydia Montgomery, Sedalia.

(Signed) G. H. Merideth, Secretary, Bunceton; Ira Richardson, Chairman, Maryville.

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President Thomas appointed the following committee to escort the newly elected president to the platform: Messrs. Callaway, O'Rear, and Melcher. Mr. Thomas then presented Mr. Richardson to the Association as the newly elected president and thanked the Association for courtesies and assistance rendered him during the year. He bespoke the hearty co-operation of every member with his successor, Mr. Richardson.

President Richardson, on taking the gavel, thanked the Association for the honor conferred on him and asked the further pleasure of the meeting.

No further business appearing, the meeting adjourned.

W. W. THOMAS, President, Springfield.

E. M. CARTER, Secretary, Columbia.

## ADDRESSES GIVEN BEFORE THE GENERAL SESSIONS

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### PRESIDENT'S ANNUAL ADDRESS.

Supt. W. W. Thomas, Springfield.

Ladies and Gentlemen:—

The first duty imposed upon me as President of the Missouri State Teachers' Association was the selection of a slogan for the year. The phrase, "Missouri to the Front" was chosen. We frankly admitted that Missouri was not at the front, and in the same breath expressed a desire to see her step to the front. We were not presumptive enough to assume that we had the ability to put her there. We hoped that the mere suggestion would cause Missouri's great heart to beat a little faster, her eye to become a little brighter, her step a little quicker, a little longer, and a little stronger, and that she would move to the front of the procession of commonwealths, and there maintain her rightful position.

A short time since I picked up a little folder in which I found a description of this magnificent city, a city of which all Missourians are justly proud. The description was as follows: "St. Louis, a Great City surrounded by the United States." There was no reference to the fact that St. Louis is located in Missouri. While claiming kin to all the United States, St. Louis was not denying her relationship to Missouri. She was simply not calling attention to it just at that moment. She told the truth and nothing but the truth but she did not tell the whole truth. The whole truth would have disclosed the fact that St. Louis is the daughter of Missouri, that Missouri has many other daughters, none quite so mature and well developed as St. Louis, it is true, but several who are considered worthy of unstinted admiration by those who know them best.

I am sure that St. Louis is not unmindful of the rest of the state. However, I cannot say the same of all Missourians. A short time since I met a very wealthy North Missouri farmer, on his native heath. When he discovered, upon inquiry, that I hailed from the Ozark Uplift in Southwest Missouri, he informed me, in a very pompous manner, that that part of the state lying south of the Missouri River was unworthy of consideration. He enlarged upon the lack of fertility in the soil, and the lack of judgment displayed by the people who would reside in such a benighted region. I said to him: "What about St. Louis, that Great City surrounded by the United States?" He replied: "I don't care anything about St. Louis. I ship my cattle to Chicago." Then he said more disparaging things about Missouri in general and our educational institutions in particular. He claimed that we had no schools of high rank in the state. I ventured to mention the University of Missouri. He said: "We send our boys and girls to the schools of the North and the East." I said: "You are not much of a Missourian, are you?" He replied: "No. There shouldn't be any Missouri. The part lying north of the river should belong to Iowa. The rest should be attached to Arkansas."

This Missourian is not proud of Missouri because he does not know Missouri. For the same reason we may lack pride in the teaching profession. We may have no high regard for teachers because we do not really know teachers. We may not know that no class of citizens is growing so rapidly in worth and influence. Teachers are really becoming citizens of the state in which they live. They are beginning to make themselves felt outside the school room. It has been said of teachers that "The women are a lot of fin-

icky old maids and the men contemptible sissies." I deny the allegation. In our ranks are as manly men and womanly women as the nation affords. Many of our most notable authors and scientists have been teachers. Several states, notably Michigan, Ohio, and Pennsylvania have recently elected teacher governors. If I were not a Republican I might call your attention to a recent historical event which seems to have given us four years more of a teacher-president of the United States. There are teachers in Missouri who are well worthy the highest positions in gift of the people.

Some of these teacher-leaders of ours have initiated a movement which is destined to mark an epoch in the history of our state. I refer to the campaign for a new state constitution. We demand a constitution which will allow the passage of laws in keeping with the times in which we live. Our Association is sponsor for this movement. We have put thousands of dollars at the disposal of a committee. The Committee has raised several thousands more by contributions from teachers throughout the state. We have not only invested money, but we have put time and effort into the case. Having definitely identified ourselves with this movement, we must vindicate our claim to practical and forceful citizenship by pushing it to a successful issue.

We should cease to pose as teachers of future citizens unless we, ourselves, can do something worthy of citizenship. Only those who realize something of the opportunities and responsibilities of citizenship should be entrusted with the development of future citizens. In this most important work teachers need all the help available. The education of the coming citizen should be the concern of the entire community. The parent-teacher association can be a most valuable adjunct. Members of Boards of Education should be actively, as well as nominally, interested in educational progress. As is the school so will be the community, the state and the nation. The school is the source from which must come the streams of royal good-fellowship, of hearty co-operation which shall tend to unite all the people in earnest efforts for the good of all. In the school the sectarian doctrine of selfish appropriation must be abrogated. In its place the non-sectarian gospel of unselfish appreciation must be adopted.

The teacher is the biggest part of the child's world. Not only is the teacher the strongest influence in the school, but he would not be worthy of his position if he did not follow the child beyond the confines of the school premises. Side by side with your pupils you enter their homes, be they palaces or hovels. Through them you speak to father and mother, brother and sister. By them, your ideals may be carried to the uttermost ends of the earth, and your principles promulgated wherever man communicates with man. If you are dynamically worthwhile, some appreciative pupil will take live coals from the altar where you sacrifice, and will start an altar fire of his own. Your ideals will kindle his ideals as fire kindles fire. The blazing torch of intelligent enthusiasm is characteristic of every educational leader. The true teacher has the enthusiasm which will arouse ideals and lead to their realization. The ideal teacher is an artist working at the art of living, the finest of all fine arts. In your teaching you can be a mere artisan working for the wage and impatient for the close of the day. If you will, you may be an artist with a vision of perfection ever before you, and striving to make that vision real.

The material wealth of a community is not likely to be neglected. Organizations spring up on every hand which have for their object the conservation of material resources. Forest and mines and water power have their self-appointed guardians, who advocate a cessation of the wholesale wastefulness which has been so prevalent among us. The same foresight should be employed in the conservation of human character. The value of our lands and houses, and mines and forests may be estimated in dollars and cents, but not so with human beings.

"The stars are over the land,  
The stars are over the sea,  
The stars shine up to the mighty God,

The stars shine down to me.  
The stars will last for a million years,  
For a million years and a day,  
But God and I shall live and love  
When the stars have passed away."

We who are dealing with human destinies are engaged in the most important business ever placed in human hands. The knowledge that for a season one human soul is looking to you for guidance in the shaping of his destiny should give you concern. The feeling that scores of pupils are to be influenced all through life by their contact with you should fill you with a humbling sense of responsibility. If Missouri ever really goes to the front it will be because the teachers of the state have inspired their pupils to development into desirable citizens. We have seen a community transformed by the earnest efforts of a self-sacrificing teacher. What one teacher can do for a small community, all the teachers of Missouri can do for the state, if they will but work together for the best interests of our great commonwealth. Our efforts for our state will prove futile unless we have a vision wider than the state, wider even than the nation. The interests of every human being must be considered by every other human being.

Patriotism is a sacred thing, but the horrible European war, practically a world war, has proved conclusively the urgent need for a humanitarian cosmopolitanism which shall sweep aside the selfish tendencies of individual nations, and shall develop a world-wide sentiment for the right so strong that no nation will dare ignore it. "My country right or wrong" is a dangerous sentiment. "I did not raise my boy to be a soldier" is just as dangerous. Every able-bodied man in America should hold himself in constant readiness to defend the principles promulgated by our constitution. Every right minded American woman will encourage him in so doing. America has given Americanism to the world. America has declared that "all men are created equal." We must recognize the fact that Americanism is world-wide in its application.

Missouri is peculiarly well situated to uphold traditional Americanism. Centrally located, we escape the ultra conservatism of the East and the populist radicalism of the West. We are not distinctly north or south, but a safe and sane mixture of the two. We are in a position to accept the best from these extreme sections. We are also in a position to recognize dangerous innovations and guard against them before they take too strong a hold upon us.

Every thinking teacher now knows that schools are primarily character building institutions. During the past fifteen months I have attended six national gatherings for the promotion of good citizenship. These include the National Education Association in Oakland, August, 1915, the National Association for the Promotion of Vocational Education in Minneapolis, January, 1916, the Division of Superintendence of the National Education Association at Detroit, February, 1916, the National Education Association at New York City, July, 1916, a National Conference of those invited by the Bureau of Immigration to discuss ways and means of Americanizing foreigners, Washington, D. C., July, 1916, and a National Conference on Character Building held in Monte Ne, Arkansas, the last of July, 1916.

At these various meetings we were addressed by men of national and international prominence; the President of the United States, Ex-Presidents of the United States, Cabinet officers and Ex-Cabinet officers, U. S. Senators and Representatives, Governors galore, the most prominent educators and authors, men and women, in America—Labor Leaders, Giants of Industry, the choicest spirits that could be gathered from all walks of life from the Atlantic to the Pacific, from the Lakes to the Gulf—and the one dominant theme rising above all others, as the clarion note of the bugle rises above the confused rattle of the drum, and making itself felt from beginning to end of those magnificent programs was the demand for character building.

In the business of character building as in other less important matters, Missouri is going to the front, and when she gets there, it will be because her teachers and her parent-teacher associations, and her school boards, and

all those interested in the development of character, from the little white schoolhouse in the hills or on the prairie, up through the city schools and normal schools and colleges and universities, have caught the vision splendid, and have not been disobedient unto it.

### MOONLIGHT SCHOOLS.

By Cora Wilson Stewart, Founder, Moonlight Schools, President, Kentucky Illiteracy Commission, Author "Country Life Readers."

The various impressions which have prevailed throughout the country in regard to moonlight schools have been most interesting and amusing indeed. Some have imagined them to be schools where children studied, and played, and scampered on the green like fairies by the moonlight. Others have conjectured them to be ideal courting schools, where lovers strolled arm in arm, quoted poetry, and told the old, old story by the light of the bewitching moon. Others have speculated upon their being schools where moonshiners, youthful and aged, were instructed in the most scientific methods of extracting the juice from the corn, and, at the same time, the most secretive, to prevent government interference.

When I was superintendent of Rowan County schools, it was my fate to be secretary to a number of illiterate folk,—a mistaken kindness. I ought to have been teaching them to read and write. Among these folk, there was a woman whose children had all grown up without securing any education, save one daughter, who had secured a limited education, and had gone away to the city of Chicago, and there had profited by that one advantage at least which the city possesses over the rural district, the night school. Her letters were the only source of joy that came into that aged mother's life, and the drafts which they contained were the only means of relieving her necessities. Often she brought those letters over the hill, seven miles, to the county seat, for me to read and answer for her.

Once, after an absence of some six weeks, she came in one morning fondling a letter. I anticipated her mission, and said: "A letter from your daughter? Shall I read and answer it for you?"

But with dignity and pride, she replied: "I kin answer it for myself—I've learned to read and write."

An amazement I questioned her, and this is the story she told: "Sometimes I couldn't get over here to see you and the 'cricks' would be up between me and the neighbors, or the neighbors would be away from home, and I couldn't get a letter read and answered for three or four days. And, anyway, it just seemed like thar wuz a wall 'twixt Jane and me all the time, and I wanted to read with my own eyes what she had writ with her own hand. So I went to a store and I bought me a speller, and I sot up at nights till midnight, and sometimes till daylight—and I larned to read and write."

And to verify her statement, she slowly spelled out the words of that precious letter, and then she sat down and, under my direction, answered it—wrote her first letter, an achievement which pleased her immeasurably, and one which must have pleased the absent Jane still more.

Shortly after this, there came into my office one morning a middle-aged man, handsome and intelligent in appearance, and while waiting for me to dispatch the business in hand, I handed him two books. He turned the leaves hurriedly, like a child, turned them over and looked at the backs, and laid them down with a sigh. Knowing the scarcity of interesting books through the country, I proffered him the loan of them. He shook his head, and said: "No, I cannot read or write." And then the tears came into the eyes of that stalwart man, and he added: "I would give twenty years of my life if I could."

In this chain of incidents, a few evenings later I was attending an entertainment in a rural district school. There came out upon the platform



a stalwart lad of twenty, who sang a beautiful ballad, mostly original, but partly borrowed from his English ancestors. When he had finished, amid deafening applause, I went over and congratulated him. I said: "Dennis, that was a beautiful ballad— it is worthy of publication. Will you write it down for me?" And he replied, crestfallen, "I would if I could write, but I cannot. I've thought of a hundred of 'em better'n that, but I'd forget 'em before anybody came along to set 'em down."

These were the three incidents that led directly to the establishment of the moonlight schools. These were interpreted to be not merely the call of three individuals, but the appeal of three different classes. The call of illiterate mothers separated from their absent children farther than sea or land or any other condition than death or illiteracy has power to divide them. The call of middle-aged men shut out from the world of books, and unable to cast their ballot with intelligence and in secrecy and security. The call of youths and maidens who possess undeveloped talent which might yet be made to contribute much to the world of literature, art, science or invention.

The public school teachers of the county were called together, and these incidents were related to them, together with the fact that there were 1152 such men and women whom the schools of the past had left behind. They were asked to volunteer for night-school service, to open their schools on moonlight evenings, to give these people a chance. This they cheerfully agreed to do, and on Labor Day, September 4, 1911, these teachers celebrated by visiting every farm-house and every hovel, inviting people of all classes to attend the moonlight schools which were to open their sessions the next evening. They expected some response, and hoped for from one to three pupils in attendance at each school—perhaps one hundred and fifty the county over. The people had all the excuses that any tired or toil-worn people ever had. They had rugged roads to travel, high hills to climb, streams without bridges to cross, children to lead, and babies to carry. But they were not seeking excuses; they were seeking knowledge. And so they came. They came, some singly and alone; they came hurrying in groups; they came traveling for miles; they came carrying babes in arms; they came bent with age and leaning on canes; they came 1200 strong.

There were overgrown boys who had dropped out of school at an early age, and who had been ashamed to re-enter the day school and be classified with the tiny tots. These came to catch up again. There were maidens who had been deprived of an education because of isolation, home duties, invalidism, or from other causes; but who had felt that there was something better in life for them than ignorance dense. There were women who had married in childhood practically, as is too much the wont of our mountain girls; but who had craved all their lives that which they knew to be their inherent right—their mental development. By their sides were their husbands—men who had been too oft humiliated when making their mark or when asking the election officers to cast for them a vote for their choice. There were middle-aged men who had been seen a hundred golden opportunities pass them by because of the handicap of illiteracy, and whose mineral and timber and material stores, as well as their time and their labor, were in the control of the educated men, making them but beggars, as it were, on the bounty of those whom they enriched. There were mothers who had seen their children grow up and vanish from the home, some of them into the far west, and when the spoken word and the handclasp had ceased there could be no heart-to-heart communication, for the third person as an interpreter between mother and child is but a poor medium at best. There were grandfathers and grandmothers who had heard the Bible read and the Gospel propounded but who had never read and verified the precious truths in that book of books with their own eyes. These and other folk, some half-educated and some more, made up these schools.

The youngest student was aged eighteen, and the oldest was eighty-six. Some learned to write their names the first evening, and some required two evenings for this feat. Their joy in this achievement, simple achievement

though it was, is beyond the power of mortal tongue to describe. The newly-learned wrote their names on trees, fences, posts, barns, barrel-staves, and every available scrap of paper, and those who possessed even meagre means drew it out of hiding and deposited it in bank, and wrote their checks and signed their names with pride. Letters soon began to go to loved ones in other counties, and in far distant states, and usually the first of those letters came to the office of the county superintendent. Romantic in the history of this movement is the fact that the first three letters which were written from the moonlight schools came in this order: The first from the mother who had children absent in the west; the second from the man who had said that he would give twenty years of his life if he could read and write; and the third from the boy who would forget his ballads before anybody came along to set them down thus answering the question in our minds whether this institution met the needs of those who made the appeal.

Educators were skeptical of the plan, and freely predicted that after the novelty had worn off, the interest would wane; but in the second session, the first year's record was surpassed in every particular. 1600 were enrolled, 350 learned to read and write, and a man aged eighty-seven entered and put to shame the record of the proud "school-girl" of eighty-six of the year before. There were many incidents of individual development remarkable to contemplate. A man, who had labored for years at the wage of \$1.50 per day, enrolled and specialized in mathematics—i.e., in that particular branch in which he was interested, lumbering, and at the end of the six-weeks' session was promoted at a salary double that which he had received before. It was no unusual thing for one traveling over the county to find in the day schools here and there, after the moonlight schools had closed, a man or woman seated at the desk with a child. One school trustee who had attended a moonlight school, entered the day school afterward, and sat in the seat with his own twelve-year-old boy, and studied in the same books, and recited in the same classes. Another school trustee accompanied his wife to the moonlight school, she being the teacher, and afterward became her pupil during the day, as well. And his deportment was good, and the problem of discipline did not enter in. Two young men who had learned to read and write went to a factory town in Indiana to work during the winter. Finding thirteen young men employes there who could not read and write, proceeded to start a moonlight school in the factory, and with the assistance of one who was better educated than themselves, taught them all.

In March, 1913, the teachers of Rowan County met in the office of the county superintendent, and declared their determination to finally wipe illiteracy out of that county that year. First, the school trustee was induced to take a census of the illiterates. When this was completed, an illiteracy record was made. On this record was not only the name and the age of every illiterate in the county, but his history as well; his home environment, family ties, religious faith, political belief, weakness, tastes and peculiarities, and the influence or combination of influences through which he might be reached in case the teacher failed with him. Each teacher was given a list of the illiterates in her district when she opened her day school, and called on and cultivated them before the moonlight schools began their sessions.

The home department of the moonlight schools was established that year, in which the indifferent, the disinclined, the stubborn and the decrepit were taught by the teacher or by someone under the teacher's direction at home. "One for everyone," was the slogan, and that included the doctors, who could teach their convalescent patients, ministers, who might find a pupil among the members of their flock, stenographers who could interest waitresses in the small-town hotels, and any other who would seek and teach a pupil. Each and every district was striving to be the first to completely stamp out illiteracy.

One school trustee, who had been campaigning strenuously against illiteracy, came in at the end of the week, and said with grim determina-

tion: "I'll bet you I'll have illiteracy out of my district by Monday morning. There's only one illiterate over there, and he's a tenant on my place. I'm going to run him out over into Fleming County." He was counseled that that was not the way to get rid of illiteracy, and that he must teach the tenant.

A young teacher, who was making a pronounced success, came in one Saturday, rather discouraged, and said: "You gave me a list of sixteen illiterates in my district, and I have taught fifteen of them to read and write. But there is one stubborn old woman out there who absolutely refuses to be taught. I have exhausted my resources with her, and have come in for advice." I expressed my confidence in his ultimate success; but we took out the illiteracy record and looked up this old woman's history. We found that she considered herself a physician, and was flattered when anyone sought her services as such. The young man went back to his district. And there developed an eruption on his wrist. He consulted this old woman, and she diagnosed his case as erysipelas, for which she proceeded to treat him. She concluded that a young man who possessed such excellent judgment in the selection of a physician knew enough to teach her something; and while she treated him for erysipelas, he treated her for illiteracy, and she learned to read and write.

We tried, by every means, fair and foul, to get illiteracy out of the county to the last individual, and at the close of the third session, we had but a straggling few who could not read and write, numbering twenty-three in all, but mainly defectives, invalids and the blind.

Meanwhile, the moonlight schools had been extended to twenty-five other counties in the state, and whether it had been in a distillery section or among the tenant class, or in the mining regions, or among the farmers, it was ever with the same results; men and women thronged in large numbers to the schools, strove to make up for the time that they had lost, and plead for a longer term when the session closed. The Governor of Kentucky, seeing the determined warfare which was being waged against illiteracy, urged in his message to the Legislature that an Illiteracy Commission be created to drive illiteracy from the state. The measure creating this commission passed the Legislature of 1914 without a dissenting vote, and the seat of the war against illiteracy in Kentucky was transferred from the Court House in the county seat of Rowan to the State Capitol at Frankfort, where this commission is directing the state-wide campaign to remove illiteracy from Kentucky by the time the census of 1920 is taken.

One of the first activities of the Illiteracy Commission was to enlist the various organizations in the state to aid the teachers in their warfare on illiteracy. The Kentucky Educational Association was induced to pass a resolution expressing commendation, and pledging its support. The Kentucky Press Association was approached for assistance, which was cheerfully given. The Kentucky Federation of Women's Clubs, the Society of Colonial Dames, and other organizations, were among those to early lend their aid. Governor James B. McCreary of Kentucky issued, in September 1914, the first proclamation against illiteracy ever issued in the history of the world, urging all classes to join in the fight against illiteracy. Again, in 1915, he issued such proclamation.

Kentucky has celebrated "No Illiteracy" Sunday in October, for the past two successive years. A galaxy of one hundred and twenty speakers covered the state during the year of 1915, condemning the evils of illiteracy, and advocating moonlight schools as a remedy. These speakers consisted of the Governor, state officials, United States senators, congressmen, judges of the court of appeals, circuit judges, prominent educators and club women. Members of graduating classes have been asked to volunteer to teach at least one to read and write. Individuals and organizations have offered prizes to stimulate teachers in their moonlight school work. A teacher who has taught sixty-two illiterates during a session this year believes that he is very close to the one-hundred-dollar state prize; yet, he like thousands of other volunteer teachers, trudges back to the school at night with no thought of reward, save that of the joy of service and the emancipation of those enslaved in the bondage of illiteracy.

Kentucky will owe her public school teachers a debt that can never be estimated, when they have wiped out her illiteracy, and this they propose to do by the year 1920, and in many counties will do it even before that time. That county in the state which has the largest percentage of illiteracy has taught 1,000 this year to read and write, while dozens of counties have taught two and three hundred, besides raising the standard of education of many semi-illiterates and others who have enrolled.

America calls to-day to her public school teachers to enlist and strike the death-blow at illiteracy. Others may make the way easy, may popularize the cause, and provide munitions of war; but it is the school teachers' war—war of emancipation, in which there shall not be the firing of a single gun or cannon, or the shedding of a single drop of blood, but a war of the book and pen, which are mightier than the sword.

Illiteracy is easy to eradicate. It does not take long for an adult to learn to read and write. Saul Puckett, aged thirty-eight, states that he learned to write this, his first letter, in eight evenings. S. P. Johnson, aged fifty, states that he learned to write in seven evenings. Mose Wallace, aged thirty-two, declares that five evenings sufficed for him, and Tom Statelton, aged thirty, says in this, his first letter, that he learned to write it in four evenings.

Uncle John Hatfield, aged ninety-four, a pupil of the moonlight schools in Grayson County, Kentucky, says that one is never too old to learn, for he learned to read and write in one month's time, and wrote me this, his first letter, which it is needless to say I prize more than fine gold.

These statements I realize may be met with skepticism by those who have never had such experience, and have never witnessed such remarkable results. But even though all the world knows that it is risky to dispute a Kentuckian's word, I should cringe and cower to stand before this intelligent audience and make these statements did I not have in my possession the truths to substantiate them.

I hold in my hand photos of the most remarkable group of students in the world: Dulcina Morefield, aged eighty-three, Dicie Carter, aged eighty-six, Martin Sloan, aged eighty-seven, and John Hatfield, aged ninety-four,—pupils of the Kentucky moonlight schools. Should not the efforts of these venerable students to escape from illiteracy, even as they stand at the very portals of the grave, be an inspiration to those who have enlisted for the cause of education? Should it not stimulate us to pry open the doors of the school rooms of this country by some means, for the use of the people at night?

The United States Census Bureau proclaims the fact that illiteracy exists in the rural districts in double the proportion that it does in the urban sections of this country. There sit in this audience superintendents of rural as well as of city schools. To them I address this question: Is there any reason why the night school should be a city product and a city institution only? The illiterate foreigner may find the night school open to him in any city where he may land. Then, is there any excuse for condemning our pure-blooded Anglo-Saxon mountaineers, our American farmers and our Western pioneers who did not have an opportunity in childhood, to everlasting ignorance?

I believe that the public school should be as liberal in its policy as is the church. I do not believe that it has any right to say to men and women, "If you embrace me not before a certain hour, or before a certain age, I will close my doors to you forever." I believe that the hour of a man's opportunity should be an hour in which he awakens to his need, whether that be at the age of six or one hundred and six.

A day school in every community. Once it was a doubtful experiment, and it has come up through trials and tribulations innumerable. But now it is an established institution, and forever so. A night school in every community. If a cultivated community, for more culture, for specialization. If an illiterate community, for their emancipation from illiteracy, and their new birth into the realms of knowledge and power.

Hasten the day when the rural dweller, as well as the city dweller, wherever he may be, whether in the mountains or by the sea, in the



Southern cotton-fields or on the Western plains, shall have a school which is open not only to his children and his grandchildren by day, but which is open to his father, his mother, his wife, his overgrown son, his hired-man and himself at night.

Hasten the day when there shall be no men and women in this country of ours who have eyes to see, but see not splendid truths which have been written in books; and who have hands to write, but write not the truths which if recorded might stamp with genius some one whom in its urgent need this world is seeking tonight.

#### PUBLIC OPINION AND THE SCHOOLS.

By Carter Alexander, Professor of School Administration, George Peabody College for Teachers.

In the seventies Commodore Vanderbilt, then the head of the greatest railroad system in this country, made his famous reply to the public's complaint against his railroads: "The public be dammed." Last year the Pennsylvania, which is probably the largest or second largest railroad system in the world and which is often said to have the great state of Pennsylvania by the throat, felt impelled to put up posters in all its stations inviting the public to offer suggestions for the improvement of the road's service. In forty years the railroads have changed from defiers of public opinion to humble applicants for that same public's advice and good will.

This is one of the most striking illustrations of the increase in the power of public opinion during the last generation. But exactly the same has been observable in the attitude of the express companies, the telephone companies, the liquor manufacturers, and the railroads in their recent strike troubles. Since the successful use of the force of public opinion in the Baltimore convention, a similar change has been observable in the various political campaigns, particularly the one thru which we have passed. What are the recent muckraking, discussions of scientific management for government bureaus, establishment of bureaus of municipal research, school surveys, advocacy of the initiative, referendum, recall and direct primaries, the establishment of schools of journalism for giving ideals to newspaper men, the offering of prizes at the Columbia University School of Journalism for these and articles based on their power to guide public opinion aright,—what are all these but evidences of the increasing force of public opinion?

We have already reached a stage where no superintendent who is honestly trying to serve his community and state; no superintendent or school board member who is striving to get more money for schools; and no teacher who claims to be training citizens, can afford to be ignorant of the meaning of this increase in public opinion or of the ways of controlling it for school purposes.

Of course there are dangers involved in creating or trying to employ public opinion. It may be hasty, it may be ill advised, it may be cruel. People care little for its judgments as long as their activities are hidden. Do you not know plenty of people who care nothing about adult illiterates, child labor, a school house not so good as the barns in the district, peonage among the negroes, gifts to schools from wealthy men to escape taxation for those schools, or the holding up of money for the state educational institutions while the political office-holders get their salaries as usual, until these facts stand out sharply under the great search light of the public opinion of the rest of the country?

Speedy improvement in public opinion is impossible. But fortunately on matters of importance, particularly in educational affairs, the public is almost sure to decide aright if only it has been fully informed. Since with us most matters of public policy are decided by popular vote, the public school system must shoulder the enormous burden of raising the level of general intelligence. The schools must keep the public properly informed



so that it may act intelligently and rightly. Thus the duty of everyone of us here tonight is to take the leadership in bringing to those outside the schools the information necessary to guide public opinion into righteous channels for constructive purposes. Especially is this true for reconstruction in educational matters.

But granted that we realize the great force of public opinion as well as some of the difficulties in using it. How shall we proceed to utilize it?

We may as well confess at the start that most of us know as little about arousing public opinion as we do about advertising. Only recently have we begun to study such matters scientifically. The demagogues, politicians, certain labor agitators, and some evangelists, in an empirical way, have shown us some of the possibilities. But too often their knowledge has been employed for unworthy purposes and as a result, progress has been prevented, or baser forms of public opinion have been appealed to and directed toward unwise ends. For example, public opinion seems to have been aroused a year or two ago in one state against a reputable book company in order that the state's home writers might foist off their own inferior texts upon the helpless school children. In another state the president of the only normal school, which was not conveniently situated for the whole state, appears to have aroused public opinion to support him in preventing the establishing of a single other normal and in crippling the state university and the state agricultural college in their efforts to prepare teachers. On a national scale an energetic magazine publisher endeavored to promote a particular kind of kindergarten training and incidentally to increase the business of a company organized to sell a special equipment for this work at a highly profitable rate.

The situation is somewhat similar to that in the church today. There are thousands of ministers who have no earthly use for Billy Sunday. But they would give a great deal to be able to exert the influence on public opinion that he does, for what they conceive to be higher ends. And many of them would be vastly helped by a careful study of Billy Sunday's methods with a view to employing the best and sanest of these in their own efforts. In the same way we must study the methods of successful publicists and even demagogues, no matter how much we hold them in contempt, in order that we may learn how to arouse and control public opinion for educational purposes.

In creating public opinion it seems necessary to get hold of certain catchwords or aphorisms. These, if repeated often enough in a positive and dogmatic way, seem to set public opinion. "Little red school house," "county unit," "consolidation," "equality," "state aid," "a high school in every county," "country life," "Gary idea," "teachers' college," and "twentieth century normal school" have been successfully employed for this purpose by Missouri school men.

It has long been observed that in creating public opinion, the quickest results are obtained when the public has some leader about whose personality it may rally. Bryan, Roosevelt and Wilson are three practically perfect examples of the value of such a personality in creating public opinion for political and governmental policies. And they have all been masters in getting catchwords such as "crown of thorns," "big stick," and "watchful waiting."

In school work we have recently had similar examples of powerful personalities around which public opinion has gathered for education. Superintendent Wirt of Gary, Indiana, Mrs. Cora Wilson Stewart of Kentucky and Madame Montessori are good examples of this. We may be disgusted with the publicity bureaus or with the self-advertising that such educators or their friends appear to conduct. But the fact remains that they accomplish things in the way of moulding public opinion for schools and in getting things done that could never be accomplished without the magic of their names. Moonlight schools catch the public fancy much more quickly because they are always associated with Mrs. Stewart. Many a kindergarten has been established in the last few years only because it was labeled "Montessori" from the start and the public believes that to be the "Stetson" in kindergartens.

It is probably to be expected that with the creation of public sentiment for schools in any community must go self-advertising and self-glorification of the superintendent. As to just how this can be safely managed in all instances no one can say. It is very dangerous in some cases for it may so disgust the leading persons in the community and the influential teachers that they will manage to have public opinion focus against rather than around the personality of the superintendent.

Naturally one of the biggest tasks facing any educational leader is that of informing his community as to what his schools are doing and as to what ought to be done for them. In other words he needs to arouse public opinion for school purposes. This means that he must make himself a master of translating school facts into language that will be understood by the public and that will appeal to it. A great part of my own work is for the specific purpose of training teachers and superintendents to do this very thing. For this purpose I always advise superintendents to take a course in social psychology. It means that every teacher in a public school should study especially the matter of effective oral presentation and discussion. This is why we at Peabody believe that no one should be graduated who cannot use the English language properly and effectively, and that the mere completion of so many courses in the English department is not sufficient. This is why in selecting candidates for appointments the preference is shown to those who have clearly shown their power in developing public opinion in the student body. Our biggest building was erected chiefly to offer opportunities for association and practice in the exchange of ideas which are necessary to the formation of public opinion of the highest type. We try not to hold regular classes in it, students are deliberately encouraged to break up any studying on the first floor, and the upper rooms are reserved for group meetings of all kinds. This building is really our practice school for controlling and developing public opinion for educational purposes.

It means also that as the press is more and more the big power in shaping public opinion, every school teacher must more and more study the means of getting school stories and school news read by the subscribers of the local paper. The English department in every institution for training teachers should be responsible for much of this work. Courses in educational journalism are important for all such institutions or at least for those who train any principals or superintendents.

For getting rid of our educational enemies, the best device seems to be a full publication of the facts. In our work at Peabody we give much time to finding just how the South compares with the rest of the country and in preparing ourselves to bring this home as forcibly as possible to our people. Personally, I deem this of so much importance that one full course is given to such matters. No community can stand against the facts that show it is not equalling other communities with which it claims to compete. For example, I once helped a Missouri superintendent plan a campaign for raising the school levy in a city that could afford it, but had gone to sleep. His board opposed him. But he put the civics class at work on the tax list of the city. The tax officials could not refuse to let the children of prominent citizens look at the assessment lists. The class got a complete list of all assessments, figured out the increase under the proposed levy for each taxpayer and tabulated the results. They prepared articles for the papers showing just how much the increase would be and for how many people. They got one or two of the wealthy public spirited men to give out interviews favoring the increase and saying they would gladly pay their part. As soon as these interviews appeared, of course practically every other man in the wealthy group had to do the same thing. He knew that the civics class were discussing why he did not and putting their parents into possession of the fact that he was delaying school progress. The discussion and turmoil could have but one result. When the time came for voting, the president of the board who had opposed the increase could stand the pressure no longer. He appeared as the leader of the new movement demanding more money for the schools and

has apparently since believed very firmly that his influence carried the levy.

The Russell Sage Foundation was using this same device of a full but skillful publication of the facts when it got out its booklet on the forty-eight state school systems some years ago. That publication shamed the southern states as nothing else could. Numerous citizens not connected with schools, as well as teachers in several states, have told me how that publication hurt their pride. The Governor of North Carolina is said to have thanked God publicly for South Carolina, "Because," he said, "if it had not been for South Carolina, North Carolina would have been at the foot of the list of states."

The school superintendent in particular must more and more strive to influence public opinion in his community thru printed matter. His best chance to do this is thru the preparation of a good report translated into language that the public can understand, and so written as to appeal to this public. Recall for example the voluminous New York inquiry of some years ago. Very great pressure did not avail to get any portion of it published till the whole could come forth at once. As a result comparatively little attention was paid to it until the Bureau of Municipal Research made an abstract of it in popular language and got write-ups of it into the Sunday papers. Consider also how the Cleveland survey has taken advantage of the experience in former surveys and has wisely come forth part by part as soon as ready, in very simple language directed to the general public. Consider the current statement that the excellent school reports to the citizens of Newton, Massachusetts are what won for Superintendent Spalding, his place at St. Paul.

For some years I have been watching the cases where capable school executives lose their places. I have a considerable list of competent men who have been forced out of prominent executive positions, and I am watching a number of others whom rumor says their opponents may shortly force out. But I have found only one executive of ability that was forced out, who had taken the pains to keep his public fully informed as to what he was doing. All the others operated on the theory that they knew what was best for the schools, ought to be trusted to do it all by themselves, and did not have time to make reports to the public or to keep the public fully informed on what they were doing. And I am convinced that every one of these men, if he had taken the pains to do what Superintendent Spalding did at Newton or what Superintendent McAndrew is doing in Brooklyn, could probably have held on as long as he cared to, each getting more and more precisely the things for which he was working. For any superintendent who wishes to work up on this matter, the little book recently issued by the World Book Company, "The Public and Its School" by Wm. McAndrew, is well worth while. This is as effective and as interesting for supervision and reporting as was James' "Talks to Teachers" for educational psychology.

There remains to be considered the importance of public opinion for us in our regular classroom work. We are manifestly preparing children for lives in groups that are regulated by public opinion and which more and more will be so regulated. All our modern method work insists that if we expect any transfer of training to later life, we must give this training under somewhat the same conditions as will obtain when such training is later to be used. That is, if we train children for life in a group controlled by public opinion, we must use public opinion as a means of school control all during the training. And this is why some of the school devices that at first seem to be only fads or wastes of time and energy are really so important.

Pupil government, open exercises, student activities, school campaigns, school exhibitions, are things often to be dreaded by any capable teacher who is anxious to see quick and decisive results in regular school work. The same is true of a teacher who attempts to teach composition by the audience method, where the comments of the audience are what make the writer do better. But such devices are really training pupils fortunate

enough to get them, for a life under public opinion, and for successful work in creating such opinion.

The history and civics teacher in particular has a very important part to play in training pupils for the free discussion and exchange of ideas that must precede the formation of public opinion of the highest type. The history teacher is the one who naturally starts pupils to reading both sides of a question. She is the one to have a pupil read about any current political question in a republican paper, then in a democratic paper or a partisan magazine like the Outlook or Collier's, to be followed by some neutral like the Literary Digest or the Independent. The training such pupil will get is very directly preparing him for leadership in the direction of sound public opinion later on.

One splendid example of the use of public opinion in a high school came to my notice last spring in Birmingham. A woman reporter wrote an article defamatory to the high school and a paper published it. The pupils of the central high school there are accustomed to discussion and collective action on all matters of school policy. So the high school girls took up the matter entirely on their own account and went to the paper concerned with the following set of resolutions:

Whereas a daily paper of March 9th, published certain definite statements that some of the B. H. S. girls had been guilty of most "immodest" conduct on 5th Ave., near the Tutwiler Hotel, and, Whereas, one of our esteemed Senior Teachers called the writer of that article over the phone urging her to name the students accused of this reprehensible conduct and the correspondent declined to give the names altho stating positively she knew two of these girls personally, and, Whereas, a Committee of the Senior Girls called on the writer of this defamatory article and explained to her the seriousness of this charge and demanded to know the names of the girls she accused with exact time and dates of the said offenses, and, Whereas, the correspondent declined to give the information and finally acknowledged she was not certain of any girl but "thought" she knew one but she couldn't be sure of the offense. Therefore be it,

Resolved: First, that the entire body of girls attending B. H. S. now assembled do earnestly protest against such unjust accusation and pronounce the statement untrue.

Resolved: Second, that we respectfully request the Editor to please see that his correspondent exercise discretion in her reports.

Resolved: Third, that a copy of this Resolution be sent to the Editor of the \_\_\_\_\_.

This was signed by the entire attendance of girls in the high school.

The English of that set of resolutions is far from perfect; in fact the first sentence is so bad that I have practiced reading it something over twenty times to be sure of giving you any clear meaning from it. There are some errors that can be noted only thru the eye, in addition to the ones noticeable in reading. But there was a power of some sort in the set that made the editor hasten to discharge the woman reporter and one can safely wager that hereafter no such articles will appear in the papers of Birmingham.

And can the real spirit behind it all be surpassed? What will it mean for the city of Birmingham when girls who are doing this sort of thing get out into the women's clubs, the civic clubs, the parent-teacher associations or the church organizations of the city. Could we ask for any better training in directing public opinion than these girls are getting?

The surest indication of what we may expect in future educational progress in Missouri lies in this association of yours. When I see how it has grown and what has been accomplished in the state, I can't help wishing I were back in the kingdom. With your twelve thousand members, your full time secretary and your own well-established periodical, you have every agency for the crystallization and rapid dissemination of public opinion for education. If you do not remedy the state's antiquated and wholly inadequate way of raising school revenues; if you do not remove the state's present method of selecting her state and county superintendents,—the worst



possible way,—so that such officials may measure up to the ability of the city superintendents of the state; if you do not wipe out the causes of politics in selecting heads and faculty in the state institutions; if you do not make certain that this is the last time the officials of any party will dare to hold up money for the state educational institutions while paying regular state officials; if you do not see to it that this is the last time a party committee will ever dare to call the members of the university and normal school faculties "state officials" in a party sense and try to get from them two and one half per cent or any other per cent of their annual salary,—if I say, you do not stop or remove these things, it will be because you either do not want them removed or because you do not realize the possibilities of this association.

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#### CURRENT SOCIAL PROBLEMS.

Digest of an address given by Professor David Snedden of Teachers College, Columbia University, New York.

One of the most important of the current social problems of education is that of making working distinctions between those kinds of instruction and training designed to give vocational efficiency and those other kinds of instruction and training designed to result in what we call general or liberal education. The standards and objectives for certain kinds of vocational education are now being defined with considerable clearness. Also in the lower grades of the elementary school, the objectives to be realized through such studies as reading, writing, number and the like are likewise clearly defined. Very real difficulties are encountered, however, in the efforts to define the aims of most of the studies found in the upper grades and in the high school in terms of those values of social worths which should constitute liberal education. Heretofore, it has been customary to take for granted the worth of a particular study such as a foreign language, science, geography or history, but without analysing the actual contributions which this should make to a small or large number of persons in our civilization. As long as the subjects of study available for our schools were few, this did not constitute a serious obstacle to educational efficiency, but now that in the upper grades and in the high school we are introducing a variety of new studies and are more and more bent on making our education effective as preparation for citizenship, it is desirable that we should have clearer definitions of purposes. We need in fact a wholly new theory of liberal education, and the suggestions below are made as a possible contribution to this end.

It is clear to any observer that man faces the world in a two-fold relationship; one set of activities is concerned primarily with the production of the services and goods whereby he lives; the other set of his activities is concerned primarily with the utilization of the goods and services produced by other. As a producer, man finds himself more and more occupying the position of a specialist, whereas as respects utilization, his field of opportunity is constantly enlarging. The educated man of today is in a position to utilize for example, from the literature of all the ages; he can enjoy practically or as a means of satisfying his imagination, all that the scientists of the ages have given us. The range of material goods and of various forms of expert service at his disposal is almost indefinite. From the standpoint of utilization, that man is liberally educated who habitually makes wise choices, while that other man is illiberally educated whose choices are decided by unwise considerations. A very large and composite objective of liberal education may therefore be described as training in utilization. The significance of this analysis, however, will be found largely in its effect upon methods of teaching. In many cases, the methods of teaching now employed in fields where liberal education should



be distinctly the outcome, savor very much of the rigidity which is appropriate in the case of studies designed to promote vocational competition.

Education for citizenship should in considerable measure be described as part of the liberal education indicated above. One of the primary functions of good citizenship is the choice of honest and competent service for the discharge of specialist functions necessarily involved in the administration of society. The person who knows enough about sound public policies to have a clear conception as to the kind of trained service that modern social conditions require and who is then capable of discerning between honest and competent service on the one hand, and dishonest and incompetent service on the other makes a very great advance towards the essentials of effective citizenship as required in a modern democracy.

The fundamental distinction between liberal and vocational education here suggested can be developed extensively in the shaping of more effective programs of cultural work for secondary school and liberal arts college. It is sometimes noted as a paradox that the life of the good secondary school or liberal arts college is essentially more liberalizing than the courses of instruction upon which the revenues of the institution are largely expended. This may be due in large part to the fact that the free activities of the institution are pedagogically more adapted to the production of right ideals and appreciations than are the systematic courses of instruction which in many cases are characterized by a formalism and a devotion to dead and functionless things. The opportunities to apply this distinction in the further development of American secondary education are practically unlimited.

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#### CONTEMPORARY EFFORTS TO IMPROVE UPPER GRADE EDUCATION.

Digest of an address given by Professor David Snedden of Teachers College, Columbia University, New York..

As a result of several years' observation of schools in Europe, the writer became convinced that as regards education offered in the lower grades, American education compares very favorably with that available in the better type of European schools, especially as these are found in Scotland, Switzerland, Denmark and Saxony. So great has been the advance in methods of instruction, and so much has the kindergarten contributed to the enrichment of American primary education that even where our lower grades are in charge of comparatively untrained teachers, the work of these is comparatively good. The evidence is found in the willingness with which smaller children attend school, the feeling of confidence, and competency manifested by the teacher, the rapidity with which the children acquire the school arts of reading, writing, number etc., and also the wholesome surroundings of the school-room. Even in the better class of European primary schools, there survives much of formalism, of dreary routine and an absence of regard for the natural learning instincts of childhood. The materials of instruction are inferior to those frequently found in American schools.

On the other hand, in comparing what one finds in many European countries in the way of educational opportunities for boys and girls from twelve to fifteen years of age with similar opportunities found in America, one cannot but be impressed with the superiority of European work. In the first place, children of these ages in Europe are commonly found in distinctly secondary schools. In these schools the instruction is usually on a departmental basis, and the teachers of the various subjects impress one as having a large degree of competency. Boys' classes, and in rural communities mixed classes, are almost invariably taught by men. In urban communities, the sexes are usually separated, although this does not appear to make an indispensable condition of successful work. Upper grade teachers in European schools have had definite professional training for

their tasks, whereas in America the reverse is often the case. But it is especially in the attitude and interest of the pupils that one notices conspicuous differences. With, of course, some exceptions, the older children in European schools, are working hard and energetically on quite definite tasks, whereas, in America, the attitude of bored indifference is altogether too common. At thirteen or fourteen years of age, pupils in Scottish, Swiss or Danish schools are frequently found performing tasks of an intellectual nature that would baffle an American high school senior. The conclusion is irresistible that in America the educational opportunities now available for all boys and girls desiring or compelled to attend school between the ages of twelve and fourteen years of age are of a very inferior order and that much of the time of these pupils in school is wasted or worse.

Careful analysis of the existing situation, however, will show that this inferiority of the education that we offer to seventh and eighth grade children and to other children of twelve to fourteen who are retarded, cannot be ascribed to any one factor. It is due, rather, to fundamental administrative deficiencies. In part, it derives from the tradition that the upper grade teacher must teach all subjects. It is in part due to the fact that in our normal schools little systematic training is provided for teachers of upper grades. Furthermore, the curriculum for these grades is now seriously over-crowded and many of the studies, such as geography and history have become over-ambitious in their organization. Again, one must note the comparatively unpedagogical arrangement of text-books and other adjuncts. Finally, in all our urban schools, the presence in one school of children from six to fifteen years of age operates as a serious handicap.

A growing realization of the inadequate character of our education for children of these ages has led to a variety of contemporary movements for the improvement of this education. It is the writer's conviction that all of these movements tend toward certain fundamental reorganizations of educational administration the outcome of which as it will be found in perhaps, 1925, may be described as follows:

In any urban community, and probably most rural communities, all children from six to twelve years of age substantially, will be educated in local elementary schools, often quite small and located as near as practicable to the homes of the children. These schools will be taught exclusively by women teachers and for each group of from thirty to fifty of these teachers, in any given area, there will be a woman supervisor at a salary ranging from \$1,200 to \$2,000. All children upward of twelve years of age, whether ready for grade 7 or retarded, will be required to attend a central school, which for practical purposes we may designate as the Junior High School. This school will in most cases, be a large school, it being expected that the pupils attending it shall walk from one to two miles if necessary. In this school, the work will be on a departmental basis and it will be required that at least half the teachers shall be men. The courses of study will be flexible, but no exclusively vocational work will be offered, that being reserved for separate and special schools.

In this form of school will be practicable a large number of pedagogical improvements now not at all practicable in the elementary school as at present organized. It is the writer's conviction that the readjustment of education along these lines will practically be accomplished for urban communities in the United States within the next ten years.

#### MEASURING RESULTS.

R. H. Emberson, Director, Boys and Girls Clubs,  
University of Missouri, Columbia.

We are living in a time when we analyze and criticize as never before. We ask of everything is it good, will it stand the test, will it yield results?

In every line of activity we are taking invoices, making balance sheets, dropping the worthless and giving great consideration to that which is worth retaining.

Merchants take account of stock, in order to see which articles yield a profit and which cause a loss. Factory managers study every detail, in order to cheapen production and to avoid waste. Railroads study their problems, in order to transport the greatest amount of tonnage at least expense. Cities are giving attention to municipal questions, in order to render the best service and to avoid extravagance. Farmers are studying rotation of crops, feeding and caring for live stock, dairying and other lines of agriculture that they may know which are producing profit and which are causing loss. Surveys are being made of school systems, the aim being to ascertain how they may be improved and better serve the public for which they are maintained.

In view of these facts it is worth while to give some consideration to the work of the rural schools, to note wherein they have made progress and wherein they have failed.

The last decade has seen a marked interest in the course of study. It is now very generally understood to consist of four classes of two years or grades each. A pupil spends two years in each class and upon the completion of the work he is eligible to admittance to high school. It is now recognized as a State movement, the aim being to bring order out of chaos and to improve the quality of the work. The course of study has done much to systematize the rural schools but there is more to be done before it shall accomplish the purpose for which it was devised. In order to remove prejudice and misunderstanding on the part of many the division into classes should be continued, but the term section or division should be substituted for grade or year. For instance a pupil would be in the 1st or 2nd section of the D. Class, C. Class, B. Class or A. Class, as the case might be. The lines of work in the two sections should differ in content, but should be of the same degree or grade. There would then be little difficulty in holding the two sections of a class together or in promoting from one class to another. This would do much towards removing objections to the seeming incongruity of promoting from the 3rd to the 6th grade or year or from the 5th to the 8th as is necessary to do under the present plan.

Besides the advantage in conducting the work, the plan would be easier for teachers, pupils and parents to understand.

There has been a growing interest in rural school libraries. Many schools are well supplied with a good collection of books, some well adapted to the needs of the school, others of little value. There needs to be more attention given to the use of the library. In some schools it is put into daily use while in others it is given no attention, and is kept, somewhat as a case of curios to be given an occasional inspection. The nature of the library should be improved by making it serve not only the school but the entire community.

There has been considerable progress made in better sanitary conditions, in better heating, ventilating, lighting, more comfortable seating, pure drinking water and better kept grounds. While in many instances but little more has been accomplished than to create sentiment, still this is worth while for it will eventually result in better material conditions.

One of the best movements of recent years is the closer co-operation of school boards and patrons with teachers for the improvement of the schools. Many rural school boards hold monthly meetings at the school buildings to give consideration to the needs of the school. This should become the custom in every rural district. Parent-Teachers' Associations are doing much to bring about better material conditions and there is no limit to the amount of good that may be done by these organizations.

With this much said in regard to the progress made, the next question is what are the schools doing for the rural community? How far are they meeting community needs?

A large per cent of boys and girls never attend any other than the rural school. What are these schools doing for this large number? What

preparation is it affording them for useful work and for good citizenship?

The grade and rural schools aim to present the fundamentals. This substructure in the educational system tends to bring about a certain amount of uniformity in methods of thinking and acting which is an important factor in our national life. Specialization belongs to higher educational institutions, uniformity is a strong characteristic of grade and rural work.

The importance of this lower or basic work cannot be overestimated. For this reason there should be more serious attention given to the work of the rural schools. All agree that pupils should be well grounded in the fundamentals, but there is no definite understanding as to when a pupil is proficient in this phase of school work.

In the further study and consideration of this problem, it will be necessary to see how far and in what way does the school relate to the community interests and activities. In this particular the rural school has a decided advantage, for, the mode of life, the living, the thinking, the activity, —all being farmers,—is very much the same, while in a single grade or room of a city school, a dozen or more occupations are represented. Therefore, whatever is of interest to one country home will most likely appeal to all of them.

In forming an estimate then of the rural school it is necessary to understand how far it is reaching and modifying the rural homes.

Rural schools should give more consideration to the soil, plant life, crop production, live stock, insect pests, better home conveniences and other things which make country life happier, more attractive and more remunerative. This would be in harmony with the well known pedagogical principle of beginning with the known and going to the unknown. It would also give importance to local affairs and conditions. For example, the teaching of geography should begin on the school ground, it should then study the county and then the state. History should begin by making a study of the early days of the community, then the history of the county, then the history of the state.

It is getting to be a custom to hold community meetings in school houses in which the teacher is leader or takes an active part. This is another indication of progress being made. These organizations deal with practical problems such as better roads, better seed selection, better recreation and other things of equal importance. In this connection mention should also be made of the educational campaigns that have been conducted in a number of counties during the last two years. Several schools, usually from four to ten in number, dismiss for a day in order to attend a central meeting, where teachers, pupils and parents assemble. The program consists of exhibits, contests and talks on school work and improvements. In these meetings, parents, pupils and teachers take part. These are indications of a larger interest in the rural schools and also of an interest in the problem of community betterment in which the school should be a leader.

In measuring the work of the rural schools of the future some of the following will be included: A soil study of the district, which means a knowledge of soils and the treatment needed for improvement, seed selecting and testing, judging live stock and improving the different breeds, the poultry industry and how it may be made more profitable, insect pests and their eradication, sewing, baking, canning, and sanitation. No school will carry on all these lines at the same time, but two or three—those of most importance to the community will be given a place on the program. The school will also be measured by movements attempted to solve some community problems. It may be a series of meetings to study the eradication of hog cholera, or the Hessian fly or the codling moth; it may be a lecture course, a local fair or a public entertainment.

It may be claimed that this would impose greater burdens and responsibilities on the teachers. Quite true, but the rural school of the future must take its place as an important factor in creating sentiment for a larger and better rural life and the teacher must stand forth as a leader in



those movements that are needed and worth while. In measuring the work of the rural school of the future, these things will be given large consideration.

#### DEPARTMENTAL WORK IN THE INTERMEDIATE GRADES.

M. A. O'Rear, Department of Education, Normal School, Springfield.

This is an age of specialization, and efficiency in practically all fields of human endeavor. In business and professional life, in factories and mills, the call is for men who can do one or two things and do them well.

The same condition is rapidly coming to be true in the various phases of school work. The principle of specialization has long been recognized in college and university work, and for several years, it has been considered as an essential in high school work also. For some time it has been recognized that those who are to teach in primary grades need special preparation for that work. Just now the Junior High school movement is making the same need felt in grades seven and eight of the elementary schools.

But what about preparation for the work of the intermediate grades. A writer has said that our school papers and our associations, in recent years, have been full of discussions of the work, the needs and the preparation of the teachers for every department of school work except the intermediate grades, and a candid view of the situation forces one to admit that the charge is too true.

Again, consciously or unconsciously, many school authorities both superintendents and school boards, have created the impression that these grades are the least desirable of all the grades when it comes to the matter of employing teachers. Salaries, both above and below have almost universally been higher than they are in these grades, and to be transferred to a grammar grade has always been regarded as a promotion. Then, too, it is generally held that it requires more scholarship and hence a longer time to prepare to teach, in all the other departments than it does in the grades under consideration.

With better salaries in the upper grades, and with the feeling that it calls for a higher order of ability and a better preparation to teach in those grades, it has come about that not many people are anxious to teach in the intermediate grades, and large numbers of teachers who begin their work there expect to move out just as soon as possible.

Now, it will be admitted that there are many strong teachers in these grades, but it must also be admitted that most of the best ones are held there by a zeal and an enthusiasm for the work, and a desire to serve rather than by the attractiveness of the position from a salary standpoint.

This same attitude of mind on the part of superintendents and other school authorities often operates to place weaker and less experienced teachers in these grades, and often they are kept there because they do not develop the ability to do the work of other grades. The impression seems to be common that these grades are the easiest to teach, and to discipline, and hence teachers such as indicated above are placed here.

Now it is submitted as a self-evident proposition that the above theory and the resulting practice are all wrong, and that much harm has been done and that much is continuing to be inflicted upon the rising generation as a consequence. The period of child life (the preadolescent period) ordinarily covered by these grades is fully as important as is any other period of similar length. It is a period of unrest, the child is non-social, and is often almost anarchistic in his attitude toward his teacher, toward school life, and toward society in general. New interests are being developed, old habits are being fixed, and new ones are being initiated that will go far towards determining the future careers of the boys and girls. If



good habits are formed and if the right foundations are laid in the intermediate grades many of the difficulties that are usually encountered in the grammar grades and in high school will disappear. One of our most prominent educators recently said that much of the time of grammar grade teachers is devoted to the correction of wrong habits that are formed in the lower grades. Hence it is vitally important that the children of the intermediate grades be placed in charge of women who are strongly prepared—as strongly prepared as the teachers of any other grade—women who know this subject matter thoroughly, and who understand the particular psychology of children at these ages. The scholarship required here will certainly be somewhat different in quality, but we have never been able to see that, ideally speaking, it should be different in quantity from that required of teachers in other departments of public school work.

It follows as a consequence of the above, that the salaries paid teachers in these grades should be fully up to those paid in any other grade. Salaries should be based on preparation and proved efficiency, and not on the grade taught. In other words, there should be a flat salary schedule for all the grades of the elementary schools at least, and any variation should depend upon the two qualities mentioned above.

When we concede the importance of the work, when we demand equal preparation and award equal pay for the work done, then we shall have, as a consequence, better work, less retardation and elimination in the sixth and seventh grades, and more pupils who will be willing to continue their education in the high school and college.

Now it is hardly reasonable or possible to expect any one individual to be strongly prepared in all of the subjects usually taught in the intermediate grades. The teacher who can teach all the subjects equally well is so rare as to be almost a negligible factor.

As a solution of this difficulty, the departmental plan of teaching has been suggested and in fact has in several places, been tried with success. Now it should be understood that no one is advocating for these grades the departmental plan as it has been carried out in colleges and universities or even in high schools. In fact, there is strong argument for a modification of the departmental plan in the lower years of the ordinary high school at the present time.

In the remainder of this discussion we shall set forth a few of the most obvious advantages of the plan, some suggestions as to how the various difficulties may be met, and give a few comments from two or three men who have tried the plan.

First, teachers under this plan can become much better prepared in two or three subjects, running through two or three grades than would be possible when they teach ten or more subjects in one grade. Better daily preparation would also be possible, and hence the result would be that we would have more confidence, more enthusiastic teachers and as a result, much better teachers. This gives opportunity for a broader and a much enriched curriculum, since each teacher, knowing her subjects thoroughly, will have much more material from which to draw.

Second, the plan makes it possible to have better discipline and easier, too, because children in moving from room to room, are relaxed, and the change is restful, because of this fact. The plan also develops a spirit of independence in the pupils, makes them better able to take care of themselves, and thus prepares the way for conditions as they exist in the grammar grades and the high school.

A third very important advantage of the plan is to be found in the matter of equipment for the various subjects. This is particularly true if the children move from room to room, as they should, for their various recitations. It is thus possible to equip one room for geography teaching, another for history, another for literature, another for drawing, and so forth, as is now done for manual training and domestic science. It follows, of course, that the equipment can be better, and that the cost will not be so great, because the plan makes duplications unnecessary. It also assures that apparatus will be where it is needed, when it is needed, and it will not be necessary for it to be carried from room to room, as is the case at present.

A fourth very important consideration is that the plan minimizes the effect of the weak teacher. Under our present plan, a weak teacher doing all the work of the grade exerts an influence for evil that it takes many years of patient and hard work to overcome. It is not at all probable that under the departmental plan all of the teachers will be weak at one time, and hence the bad effect of one weak teacher is not so serious as it is under our present plan.

Fifth, the plan makes for continuity and unity of subject matter through the several grades included under the departmental plan. One teacher teaching the same subject through two or three years can plan the work much more satisfactorily, unify it much better, and carry the children forward without much of the needless duplication that now prevails.

Sixth, the plan makes it easier to promote strong pupils at any time from one grade to another in the same subject. The teacher, understanding the strength of the pupil, will be willing to promote him, since he is not to be taken from under the direction of any particular teacher. Under present conditions, teachers are often unwilling to give up their strongest pupils until they are forced to do so. Along with this advantage, we may say that the plan makes it easier to provide for the needs of the individual child at any time, because promotion by subject, while difficult, is not impossible, if wisely guarded.

Finally, the plan gives proper weight to each subject in the curriculum, a condition that does not obtain under the present plan. This is due to the fact that departmental teaching will tend to place prepared teachers in charge of each subject, while at the present time the teacher who teaches all the subjects in one grade is almost sure to give undue emphasis to some subject in which she is especially proficient, and to neglect others, in which her preparation is weak. The writer has seen this condition arise very often in his experience. It is perfectly natural for teachers to do this, and it is almost impossible to remedy the weakness.

While the advantages set forth above are real and vital, nevertheless it must be conceded that there are many problems to be solved, and difficulties to be met and overcome when one undertakes to inaugurate the departmental plan in the intermediate grades. However, it may be remarked in passing, that the old plan of having one teacher for each grade presents its problems and difficulties also.

The first problem of the departmental plan that we shall mention is that of having properly prepared teachers. This is due to the fact that at first it is very probable that the teachers will not be especially prepared in the subjects that they are to teach. However, this problem is more apparent than real. Teachers will usually be fairly well prepared in two or three subjects, and the first assignments can be made along the line of best preparation and personal preferences. Then, too, as Professor Kilpatrick says, the plan once inaugurated, tends to develop a reasonable degree of specialization. This is because teachers see the need, have the time, and also the inclination to make the additional preparation that is required.

Another problem is presented by this plan because children of this age need some one to look after them personally and individually; some one to whom they can go for counsel and advice, and to whom they are responsible for their conduct and their work directly. This need can be met by having one teacher responsible for each grade or group of children. She should be looked on as the home teacher, and should be responsible for the attendance, general conduct, and for a considerable portion of the class work of the grades. She should have charge of the room to which the children are assigned, and they should regard this room as their "home," during school hours. When problems of discipline arise, each departmental teacher should be held responsible for all of those that arise under her immediate jurisdiction, and all others, such as those arising on the playground and on the road to and from school, should be referred to the home teacher for adjustment. When difficulties arise between children of different groups, they should be adjusted by a conference between the teachers, or if this seems inadvisable, then the principal of the school should take the matter in charge.

Again, it is claimed that the departmental plan makes it difficult, if not impossible, to correlate the different subjects properly. This claim is true only in so far as it refers to correlation between different subjects. Correlation of the topics of each subject with life outside of school is just as easy under this plan, and correlation between different parts of the same subject is easier, because each teacher knows her subject well in its various aspects, and can make the proper correlation much better.

If the course of study has been written with proper attention, to the inter-relation of the subjects, and if attention is called specifically at stated times, to the need of this inter-relation, then co-relation between the subjects can be worked out just as satisfactorily as under the old plan. Frequent conferences between the various teachers will also be helpful in giving each one information concerning what the other is doing, and thus proper correlation will be provided for in a much better way than it is at present. Of course, the department plan makes teaching through "concentration" impossible. In fact, it may be questioned very seriously as to whether or not the "concentration" method is most desirable, any way.

Parenthetically, it may be stated, that we presuppose that under the departmental plan, the teachers will know as much about all the subjects as they do under the present plan, and that they will in addition, know much more about their special subjects. If this supposition be true, it would seem that very little difficulty would be experienced in correlating subjects as extensively as should be done.

Another objector claims that the plan proposed causes the influence of the strong teacher to be lost. He holds that children of these grades need the influence of a strong personality, and that this valuable factor is necessarily lost when children are placed under the instruction and control of several different teachers. It is admitted that children do need this strong influence very much, but, it is held that it is more desirable to have that influence extend over a period of two or three years, as it would be under the departmental plan than it is to have it extend over a period of only one year, or a half year, as is the case at the present time. Then, too, there may be and often will be two or three strong personalities whose influence will be extended over the whole period, and under these conditions, the situation will be so much the better.

Further, the proposed plan presents a real problem in that there is a strong tendency among teachers who are specialists, or near-specialists, to lose sight of the broader field of human knowledge, and to come to think of their own subject only. They seem to forget that there are other subjects which children have to prepare and hence there arises a very real danger of overworking the children. This condition of affairs exists in universities and colleges, normal schools and high schools very often and there is no reason to expect that the same condition would not arise in the elementary grades, unless some plan should be adopted to prevent it.

If each subject is allotted a fair proportion of the whole time by agreement of all concerned, and if this allotment is adhered to by the teachers, no trouble is likely to be encountered. If necessary, the administrative officers should see that this is done. By following this plan, each subject would be given its due amount of time, children would not be overworked, and as a consequence, the school would be a much happier and pleasanter place in which to work.

In this connection, emphasis should be placed upon the thought that children, not subjects, are the prime consideration, and that subjects are only a means to the end, which is, stronger character, and a higher and more capable order of men and women. Difficulty rising out of the need of keeping after school and home study could be cleared up by conferences and mutual concessions similar to those suggested above for other problems.

Finally, it is claimed that the departmental plan is narrowing to the teacher, that for a short time after the plan is inaugurated, there is an increase in efficiency and enthusiasm, and then interest wanes and the teacher loses the zeal with which she started out. The writer has never been able to see why this should be true. It has always seemed to him that it would not be any more narrowing at least than the present plan of holding the teacher

to one grade year after year. It seems to be at least only the difference between "longitudinal" narrowing, and a "vertical" narrowing, with the advantages all in favor of the latter type. It would seem, however, that the teachers who specialize rather strongly in two or three subjects, and teach those subjects through two or three grades would not necessarily be narrowed very much. All teachers working under any plan that may be considered, should have some avocational interests, some outside activities, some lodge or club connections that will take them away from the humdrum and narrowing influences of the school room. The departmental teacher would seem to have the advantage here, because of the possibilities of at least having a little more time for leisure activities.

This plan of organization is possible in any school system where there are as many as eight teachers doing the grade work in any one building. Various grouping are possible. Grades four to six, or five to six or five to eight or six to eight can be brought together and departmentalized without any very great or insurmountable difficulties. The particular grades to be included in the plan should of course depend upon local conditions.

In any event, care should be taken to avoid having too many teachers in charge of each group of grades. Four, five or six should be the maximum. A larger number of teachers would be confusing and detrimental to the children.

The common study hall, as usually found in high schools, should be studiously avoided, because of the fact that the home teacher plan named above is absolutely essential to success.

Care must also be used in the distribution of the subjects of the various teachers. Some authorities hold that there should be a common subject which each teacher should teach through her own particular group. Professor Kilpatrick suggests that this common subject should be English, because of its universality. If each teacher conducts the English classes in her own group, it is much more likely that proper attention will be given to good expression in all the other branches that she teaches than would be the case if all the English were to be taught by one teacher. Because of its importance, Professor Kilpatrick thinks it would be reasonable to require all teachers to specialize in English. Other subjects, such as history, geography, arithmetic, drawing, etc., could be assigned to the teachers as seemed best in each particular case.

Houston, Texas, follows a different plan of distribution, and with success. The plan there is to give each teacher a major subject and a minor subject. For example, history and drawing, or language and writing, or reading and spelling, are grouped together, and taught by the same teachers.

In putting the departmental system into operation, it is essential that very careful, complete preliminary plans be made, and that all teachers involved be willing and ready to co-operate to make it a success. The plan will not carry itself through, and without the above precautions, failure is likely to result.

In conclusion, it may be stated that departmental teaching, in the intermediate grades, has been tried with success in several places. Lincoln, Neb., has tried it in the sixth grade; Houston, Texas, has it as low as the fourth grade, and Kirkwood, Missouri, has included the third grade.

Concerning the workings of the plan, Supt. Horn of Houston, writes: "We begin our departmental work in the fifth grade. In some of our schools we include the fourth grade also. This, however, is left optional with the principal.

Our experience leads us to believe that there are certain well-marked advantages about the departmental plan, as well as some disadvantages. It is our firm opinion, however, that the advantages outweigh the disadvantages. All our disadvantages are based on the fact that the teacher's personal touch with the pupil is somewhat diminished on account of her having to come in touch with so many more pupils. The advantages have to do with the superior skill acquired in teaching a speciality. The plan has been in operation ten years."



Supt. Kerr, of Kirkwood, in speaking of the plan, says: "We are having departmental work below the sixth grade. It included, fifth, fourth, and the upper half of the third grade. Four teachers have 3A, 4B, 4A, and 5B. The 5A section is in the departmental organization which included also the 6th, 7th, and 8th grades.

This is the second year for departmental plan in the intermediate grades, and the third for the upper grades. It is working better than we anticipated."

Finally, common sense, poise, judgment, and enthusiasm on the part of administrative officers and teachers are essential qualities for the success of any undertaking. They are qualities especially valuable to all teachers, and with them it is confidently believed that departmental teaching in the intermediate grades can be made a success.

### THE PLACE OF HANDWORK IN THE PRIMARY SCHOOLS.

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Any subject or method of teaching deserves a place in the curriculum only when it serves a real purpose and the emphasis placed upon it should be in proportion to the service it renders. Handwork in common practice is considered as serving two purposes. One frequently hears people say that it is good to have handwork in the schools, because it teaches the children to use their hands and to make useful things. This is undoubtedly a strong argument for handwork. Muscular control is important in primary education. The ability to produce useful articles is valuable at any time. Other people say it is good to have handwork in the school because it rests the children. This idea amounts to an adverse criticism of our common methods. It ought not to be necessary to introduce any subject merely as a rest.

If handwork is to have a place in the school curriculum, let us see what part it plays in the life of the child, what service it renders which makes it worthy of such a place. Dewey divides the dominant interests of children into four: Interest in conversation or communication; interest in inquiry or finding out; interest in construction and creation; and interest in the artistic elements or desire for beauty. To what extent does handwork enter into the expression and satisfaction of these interests? The third item, interest in construction, involves handwork almost exclusively. The fourth item, the desire for beauty, is so closely related to construction that it is hard to separate them in practice, though they are stimulated by entirely different impulses. The second item, interest in inquiry and finding out, involves experimentation which in turn involves much handwork. The first item, interest in conversation and communication, seems at first to be a field apart, but ideas may be expressed and communicated by pictures and picture-making as a mode of expression forms an important part of primary work. Facility in conversation also is stimulated by the familiarity of the topic. It is important to have something to say, to know what one is talking about. Among many possible topics the description of handwork processes gives opportunity for orderly narration of steps. In this way handwork becomes a distinct aid to the art of conversation. The last number of the Teachers College Record has a most interesting report of an experiment made by Miss Annie E. Moore to test the value of connecting the first steps in learning to read with such activities as making signs for play-stores, making titles for picture books, making labels for boxes of supplies, and similar occupations. In this experiment handwork played an important and helpful part in learning to recognize printed forms.

If the case has been correctly stated, it is found that handwork is directly or indirectly connected with every phase of child interest. In common practice we allot one hour per week or fifteen minutes daily to handwork. When we regard handwork as one of a group of subjects to be taught, as reading, drawing, spelling, writing, numbers, etc., it seems necessary to divide the day



into many small periods, devoting to each subject its proper proportion of time. From this point of view, can the one hour per week, or fifteen or twenty minutes daily, be justified as a proper proportion of time for this subject which monopolizes one of the four interests, plays a large part in two others, and indirectly helps the fourth?

If we would square ourselves with Dewey's philosophy, we must go one step further and ask if we are justified in dividing the time into these small periods. Says Dr. Dewey, in "The Child and the Curriculum," "The child's life is integral; it is a unit. He passes from one experience to another unconscious of change.—He may be a prancing horse one minute and the next he is a locomotive, indeed he can be the locomotive, the conductor and the passengers all at the same time, so quickly does he change from one role to another."

The unity of the child's mental processes must be met with unity in the school program. This necessity is beginning to be recognized and numerous plans have been offered, suggesting a core for this unity. One would have this unity center about the home, and social life; another would make industrial life its starting point. If we look back over the world's history we find that our progress has grown out of our attempt to satisfy immediate needs. To satisfy hunger, the race has been impelled through a long series of activities from the search for berries and the preparation of the meat from the hunter's kill, on down to our latest triumph in breakfast foods, with all the scientific exploration and experimentation that lie between. The evolution of the modern house and the newest gown present equally interesting records of what has come to pass in the world through men's activities. All of the world's history, all of the lore which we treasure has grown out of these activities. Our literature found its first crude beginnings in the tables of great accomplishments passed on from generation to generation.

If we but read aright the order of development in the race, we have a clue to the problem of finding the core of the unity needed in the primary school. When we attempt to correlate the various phases of the manual arts with other subjects, we find that we encounter various sorts of difficulties. It takes a very little time to read about a process; it takes a long time to exemplify that process in actual practice and we find it hard to make one phase of the work keep pace with the other. If we turn our process round about and begin at the other end, the change is like the result when we find the right end of the thread in raveling a knitted stocking, or bit of crochet work, the difficulties all disappear. If we begin with something to do, the other phases of subject matter arise in natural fashion. Take for example the building of a play-house. Discussion as to what sort of a house is to be built and the making of the plans involve much conversation of a very vital sort. The arrangement of the rooms, the proportion of the furniture, the selection of the color schemes, involve art which is real in its application. The necessary measurements take us into the field of number. All these phases of work arise incidentally and naturally, yet most vitally. The same order of progress is to be found whenever we begin with something to do, and follow its ramifications where they lead, as we learn how to do it.

Too much of our school work involves learning about processes and occupations, rather than learning the occupations themselves. If we consider handwork in its broadest sense and allow it to include all forms of activity, its place is then the center and starting point of all the work which we would do. The time to be devoted to it is not one hour per week, nor fifteen minutes per day, nor any definite division of time, but rather these activities form the foundation of the entire curriculum, the traditional subjects rising incidentally as a part of this general problem.

The readjustment of our school courses to this ideal of unity based upon the child's activities is not nearly so difficult as many would have us think. Already the best teachers are not only using games, plays and dramatization even where the classes are overlarge, but they are discovering the rich field of real experience which opens up in such projects as the building of a play house or play store. These projects are on the level of the child's appreciation and development. A thousand and one situations arise naturally which demand independent thought and action on the part of the children. The necessity for choice of colors in furnishing of a playhouse, is as important

in the development of good taste as is the use of good taste later on in the real house.

One great trouble with much of our present practice is that it leaves no room for choice and not only relieves the child of all responsibility as to the results but robs him of this vital essential in this development. We center our attention upon the thing which is to be made and then forestall any chance of producing a poor product by providing only readymade materials which will produce the result we wish to find after the children have mechanically followed the directions we dictate to them. We lead them through the mazes of a complicated process, such as the making of cardboard furniture, which can be carried on with each child seated quietly at his own desk, and we imagine we are maintaining better discipline than when the children are moving about, as is necessary in the building of a playhouse or construction of a sandtable project, even though in the latter instance they are joyously busy and are choosing to do well. We cannot expect to develop power to judge and choose wisely unless we allow ample opportunity for practice in judgment and choice.

One further element must not be overlooked. In their conversation children frequently divide all suggestions for their occupations into two classes—those which are fun and those which are not fun. This funloving attitude of mind is an important factor which we must take into account. The program we map out for them, whether we call it work or play, must appeal to them as "fun."

This does not mean that we are to make life too easy; that we are to pluck all the thorns from the roses for the children. Finding occupations delightful does not prevent us from putting forth effort. On the contrary it calls out our best efforts—and it is by our efforts that we develop. This does mean that we must set before the children projects which are so full of compelling interest that they joyously put forth their best efforts, and it means also that the projects we suggest to them shall be drawn from their own world and be on the level of their appreciation and ability, in order that the efforts they put forth may lead to success. The product may be crude, but the child must feel that he has accomplished his purpose. We must seek to establish early, a joyous habit of success.

If these foregoing propositions concerning the place of handwork in the primary school are rightly stated, we may conclude (1) that, since handwork plays such a large part in the dominant interests of children that a larger share of time should be given to it than is allotted on the average school program; (2) that since the child's mental processes are unified and that unity is bound up closely in his activities, we must match our school program to his habits of development and concentrate our instruction around the activities which are familiar and meaningful to him; (3) that in order to develop his power to judge and choose wisely we must allow a maximum amount of freedom for judgment and choice in his daily life; (4) in order to help him to choose wisely we must tie up that which is for his good with that which holds for him a compelling attraction; (5) in order that he may work intelligently and successfully we must suggest to him projects which not only appeal, but are so simple in construction that he can see his way from the beginning to the end and attack his problem with the thought "That is easy. I can do it by myself;" (6) and last, but by no means least, we must measure his product by the standards of his power to appreciate and accomplish and not by our adult standards of commercial value.

## EVERY-DAY TRAITS OF HUMAN NATURE

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Psychological experimenters frequently make tests on children of different ages by showing them pictures and asking them to write out all they observed. Suppose a picture is shown in which there are four people; two are

bare-footed, the third wears shoes, and the fourth has on slippers. Nothing is said to the children about noticing the footwear of the persons in the picture. The majority of children of all ages will not refer to the feet at all; they will notice what the people are doing, not how they are dressed. But if the experimenter asks the children what the people wore on their feet, nine out of ten will say that all four had on shoes. The question suggests shoes to the children, and they imagine they saw what they ordinarily have seen in similar situations. By suggestion an experimenter can get children of almost any age to say they saw things which were not in the picture at all. He can also get them to say the picture did not contain objects which were actually there.

Tests have frequently been made by arranging it so that at an unexpected moment a person would burst into a room in which there was a class of children or youths, and say or do something of a violent nature. He would then escape from the room. So far as the pupils were aware the performance was a serious one. The experimenter would then say that he would need to have an exact account of what had happened in order to convict the offender, and he would ask the pupils each to describe precisely what he saw and heard, so that if the criminal were found he could be dealt with appropriately. All the experiments of this sort have shown that neither a child nor a youth nor an adult can be depended upon to see or hear accurately what happens in a moment of excitement or strain or stress. Young children especially see and hear in terms of their fears and desires, and their testimony is of little or no value when the situations they describe involve their personal interests or contain elements of fear or danger.

Even adults cannot be depended upon to report accurately what happens about them when they are much distributed or when their prejudices and predilections are involved. Anyone who will study testimony in courts of justice will have plenty of illustrations of this. The newspapers recently printed what two men said in court regarding an automobile accident in which a pedestrian was killed while crossing a street. One of the men testified that the chauffeur blew his horn and made every attempt to check his automobile. The other man testified that he did not hear a horn at all, and that the chauffeur struck his victim without any warning. Both these men stand high in the community in which they live, and they probably were honest in their testimony; but both men were so shocked by the accident that they were incapable of taking account of all the circumstances attending the accident. Their eyes and their ears reported facts in accordance with their peculiar feelings. In his "On the Witness Stand," Munsterberg gives many instances illustrating this trait of human nature.

Children sometimes come home from school and tell their parents marvelous tales of what happened in school during the day. I have just investigated one such case. A boy reported that his manual training teacher had struck him while he was working at his bench, and had crushed him against the bench and hurt him seriously. The parents were much angered, and carried the matter directly to the board of education. It turned out that the manual training teacher had given a direction to the boy which the latter was not observing, and the teacher had simply taken him by the shoulders and held him until he could make him understand what had been said to him. The boy had a grudge against the teacher, which was nurtured by the parents, and his imagination had worked on this event until he had made out the serious case which he had reported. He was probably incapable of reporting exactly what had happened, because he believed the teacher "had it in for him" because he had reported him as disorderly to the principal of the school.

Nature teaches every living creature to practice deception when this is necessary to protect itself. A bird will often feign death in order to throw an enemy off the track. Insects will do the same thing. Nature provides animals which are preyed upon by other animals or man with protective coloration, which is in reality deception. Hunters in northern regions testify to the impossibility often of distinguishing animals from the snow piles or ice-floes behind which they hide. Everyone knows of the "cunning" of the fox, which leads the hunter and hounds astray through various arts of deception. One might go to any length in giving illustrations of deception in Nature, which seems to be a provision whereby the weak protect themselves against

their stronger or more skillful enemies. In a certain sense the creatures that have been most skillful and deceptive have survived and prospered best.

Primitive men live largely by deception, so far as their relations to their enemies are concerned. The best man in a tribe is often the one who can deceive the enemy best. Even among some highly civilized people to-day it is considered to be entirely legitimate to deceive in business operations,—deceive competitors and to deceive customers. Anyone who will study the advertisements in American newspapers will see how custom sanctions deception in business when it is necessary in order to get trade away from a competitor.

The accounts that come to us of the "strategy" of the armies engaged in the war of the nations indicate that deception is universally practised. Everything possible is done to mislead the enemy, and this is considered entirely proper and ethical. The more completely a spy can mislead the people among whom he carries on his operations, the more highly he is regarded by the country he serves. Czars, emperors, and kings actually give medals of honor to men who gain the confidence of the people in an enemy nation, and practice deceptions upon them so as to learn their secrets and expose them to their enemies.

Deception is everywhere prevalent in the world. Even adults who would not consciously deceive yet may practise deception in various ways. An honest man will sometimes paint the front side of his house, which is seen by his neighbors, and try to convey the impression that it is painted all over, though the parts that are not seen are neglected. A conscientious woman may put all the flowers and attractive objects she has in the front of her house, and try to give the impression that the house is furnished thruout in an esthetic and inviting way. It is regarded as entirely proper for people under certain circumstances to practise deception in regard to their age or their learning. It is also regarded by many as legitimate for a person to make use of artificial means to improve his appearance, at the same time trying to make people think that he presents himself just as nature made him.

In every case of deception, whether practised by an animal or a human being, the object is to protect self or to win commendation or distinction either in a material or a social way. All the child's deceptions are explained by one or the other of these aims. Nature leads the child when he is in a tight place to try to throw his enemy off the track. That is to say, he will lie to protect himself. The child would not lie if he were not confronted with a crisis; he would not, as a rule, lie to a child younger and weaker than he is himself. He does not need to lie to protect himself in this latter situation, for he knows he is not in danger even if his misdemeanors become known by one who can do him no harm. In such a case the child may openly brag about his misdeeds, while in the presence of his teacher or any disciplinarian he would lie about these same escapades. He is simply following out Nature's command to adopt any measures that will save himself from pain or humiliation or extinction.

And speaking of boasting, children often deceive others for the purpose merely of attracting attention to themselves. In some groups it is regarded as an act of heroism for a boy to run away from school, say, or to go swimming, or skate against the wishes of teacher or parent. Now, when the braggart is with his "crowd" he will tell how he violated the rules of the school, and did exactly what the teacher told him not to do, though he may not have done any of the misdeeds he mentions. But he is a hero for a time, and he does not hesitate to lie when it will win him the applause of his fellows.

Some people never get over braggart lying; they crave the admiration of their associates so intensely that they will represent themselves as being anything or having done anything, which will win the approval of the group and mark them off as persons of note. Even such scrupulously truthful persons as teachers will sometimes exhibit this peculiar trait of human nature. A teacher may tell his companions how he has resisted the tyranny of a principal or a superintendent or a board of trustees, when he has done



nothing of the sort,—when he would be afraid to do it, in fact. A superintendent may come out of a meeting of the board of education and tell how he fought against some arbitrary regulations concerning the work and conduct of teachers; but when one gets a report from a member of the board who was present, it appears that the superintendent was very humble and compliant while he was at the meeting. In short, it is quite natural for most persons to brag about deeds they have never performed, or experiences they have never had.

Most people like to stand well in the eyes of their associates, and a large part of the deception in the world, in childhood as well as in adult life, arises out of this passion. I have just listened to a man describe his experience on an operating table. He went through an operation which required about an hour. In telling about it he said he was on the operating table under the influence of anesthetics for upwards of three hours. He described what a serious operation had been performed; and though he may not have been aware of it still he was trying to give the impression that he is a heroic man, and has marvellous powers of endurance. This same man misrepresents practically everything he does, minimizing the unworthy deeds, and emphasizing all activities of any kind that will be likely to exalt him in the opinion of his fellows. He never considers that he is lying; and the people who know him simply say that he "exaggerates." But he does exactly in principle what the child does who comes in and tells his parents fibs about how fast he ran in competition with his fellows, or how long he worked over his lessons, and so on *ad libitum*. What the child instinctively craves is attention and distinction, and he will go to any lengths to secure them. If he has brothers and sisters who at table tell what they have done, or what experiences they have had, he will go them one better, no matter what sort of thing is under discussion. Children differ in this tendency, of course, but it is more or less normal for children.

What can one do to help children not to deceive,—not to exaggerate? Children who live with people who habitually deceive, misrepresent, mislead, or exaggerate, can never be cured of these faults by mere instruction or admonition or punishment. Unless a child grows up among truth-telling people, and unless he is constantly impressed with the difference between telling the truth and telling a fib, he will not very readily overcome his natural tendency to deceive.

Describing things as they are or have happened must be exalted on every occasion. The parent should, as concrete instances arise, call attention to the difference between sticking to facts and misrepresentation. It does not mean that a parent should nag a child about telling the truth. But dozens of cases arise every day in the home, and hundreds of them arise every day in school, which afford opportunity to emphasize truth-telling in an impressional way. A teacher or parent can take a case of exaggeration and let children see that it is a lie, and that if the one who told it does not look out he will not be entitled to be believed whenever he says anything. There are times when this lesson must be made very clear and emphatic in order to impress a child with the necessity of trying to describe events as they actually happen.

In the development of every child there comes a time when self-respect develops, and if he has been made to see the difference in a large number of concrete cases between telling the truth and telling a lie, he will, when he enters the self-respecting age, feel revulsion at conscious misrepresentation. Self-respecting persons are very deeply humiliated by a lie when told by themselves, as they are offended by it when told by another. There is scarcely anything that will wound a man of self-respect more than to call him a liar. At the same time he may unconsciously be deceiving in much that he does and says, and the reason is that he has not discovered through concrete illustrations in his early years that he is actually misrepresenting. One meets such men who rarely tell the precise truth, always coloring it according to their personal interests and desires, but who do not realize they are lying, and who would bitterly resent any accusation of lying.



## THE ENRICHMENT OF THE TEACHER'S LIFE.

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The Ancient Greeks had a saying that "Virtue is the golden mean between two vicious extremes,"—and our topic to-day suggests a modern application. It is to be feared that nearly all of us in the teaching profession are at one extreme or the other, in our attitude toward leisure and recreation.

There are those, among us who bear responsibility lightly,—who spend the least possible time, energy, and interest in their school work, and really live only when they have shut the door of the school room behind them. But these are few in number, I believe.

Our problem deals far more insistently with those at the other extreme. It is hard for a conscientious, unselfish, devoted, professional teacher to spare herself at all. She goes early and stays late; she works hours out of school; she dreams of her work; she feels guilty if she does not spend every ounce of vitality she has. The true rhythm of work and play she understands not at all, nor the real relations existing between a vocation and an avocation. It is this class that needs the following facts to be emphasized.

First: What is the meaning of play and recreation? Literally, recreation re-creates. In no line of human investigation have our experts reached more valuable conclusions than in their study of play and recreation.

It has been proved beyond question that when we really play there is an emotional accompaniment that affects the whole organism—in other words, we play all over. As the activity itself makes for increased vitality—all the vital centers being toned up—so the emotion we feel makes for sanity, a more cheerful outlook upon life, a greater joy in living. It has been said that "joy is the grace we say to God," and real joy is always uplifting. The little child who said, "Be happy and you'll be good," was not repeating a worldly maxim but was, perhaps, nearer the truth than we have realized.

Many side lights have been thrown upon this subject by differing experiences: (1) During the French Revolution, it was found that their abolishment of Sunday was a positive detriment physically, to the army; they needed one day in seven for the rhythm of work and rest. (2) Upon investigation, the women inmates of our insane asylums have been found to consist largely of those from lonely farms where the continuous round of toil was unbroken and almost no joy entered their lives. (3) Children leading play-less lives are stunted in their all-round development, and adults are young as long as they retain the power to throw themselves wholeheartedly into the play-spirit. (4) Many instances have led to the statement that twelve months' work cannot be done in twelve months but it may be done in eleven months if the other month is devoted to the enrichment of life. This bears witness to the truth that one month's leisure or change in interest makes greater possibilities for efficiency during the other eleven months.

Second: Granted the value of this rhythm, what is the best way for us as teachers to accomplish it? There are several ways—all good—which may all be used in varying proportions.

1. Every teacher should have an avocation, something that changes the pressure from every day's problems to some new side-line; but essentially something that interests, something that one really enjoys and likes to do. For many of us, it is fancy or art work or photography; for some, a course in reading or investigation or study of flowers or birds; for others, social club work; or it may even be that we follow a favorite occupation with the worthy motive of adding to our income. But in all these varying fields, we must bear in mind that a successful avocation requires a decided change in every way from our vocation. It must be an individual thing with us all, we must joy in it and we must not overdo it.

2. An avocation does not fill fully the demand for change and variety; we must have recreation, pure and simple. We must break away from the daily or weekly program, and use a change of scene, a trip, a journey,—

which has a double value—it is a pleasure to leave our daily task and a delight to get back to it.

I believe we should all feel an obligation upon us to know our country personally, as well as we possibly can, with due regard to other values. We should visit historical and scenic and other interesting places that are easily accessible from our homes, and we should plan for longer trips at stated intervals, say once in five years for which we can prepare, intellectually and financially.

Enos Mills of Colorado, who is doing the county great service by working up our National Parks so that they may be more accessible in every way and within the means of all, holds the belief that in our National Parks, as the national playgrounds, we have the possibility of unifying our people through their enjoyment of a possession held in common so that we shall no longer be an East and a West, a North and a South, but a people of common beliefs and possessions, appreciations and opportunities. He thinks it is incumbent upon every one of us, especially upon teachers, to visit as many of the Parks as we can, as soon as we can, to talk them up and exploit them, to realize them in their beauty and grandeur as our possessions and to feel the throb of kinship with all those that own them in common with us. Then shall we the sooner crystallize into a Nation.

But there are other strong reasons why we as teachers should know our Country's wonders and beauties at first hand. The best thing that we can do for our children to enrich their lives is to enrich our own lives by broadening and delighting experiences. Travel, wide reading, meeting persons from other sections of the country and finding them agreeable and delightful, hearing noted speakers and musicians,—all react most favorably upon our own personality, and through us our pupils are enriched. Our firsthand experiences are more vital to our pupils than those that any book can afford.

It goes without saying that geography can best be studied through personal contact with places and persons and customs, but we may not realize the enrichment that history may receive through this same personal contact.

Here in Missouri, you have beautiful mountains and scenic charms of many kinds; you have also your historic spots. I think we are inclined to slight those trips that we might take at any time. I lived near Boston for twenty years before I visited Bunker Hill. I had a cousin who entered Boston for the first time and the first thing he looked for on the horizon was the Monument, and as soon as he saw it he heaved for it straight! Again, I went to the White Mountains in New Hampshire for many summers before I made an effort to go to the top of Mt. Washington. Yet that same mountain peak interests strangers on a visit to that region more than any other sight.

If any one can stand on Lexington Green and picture to himself that fatal morning of April 18, 1775, and realize just what happened there, can see that handful of men in quiet array standing there to protect their homes, and recall how without an aggressive act on their part, they were fired upon in cold blood,—and not feel moved, he must indeed be unemotional. I often wonder if we think upon every Fourth of July, just what chances our Revolutionary Fathers took, when they signed that Declaration of Independence, and what it meant to "pledge their lives, their fortunes, and their sacred honor."

I wonder if our pupils in the East realize what the state of Missouri has meant in the past and still means to this Nation. Do you, who are native or adopted daughters of this state, know all that your little children should know if they are to love this state as it deserves? We must first thrill to our very finger tips ourselves, if we are to impart that thrill to others.

Such a gathering as this State Teachers' Association is of wider value than as merely giving an opportunity for speech making. The biggest thing that you are to get out of it is the chance to meet and know each other—to grow into state unity—to know that you are not alone in your work—to

meet the little child's problems together—to feel the throb of kindly sympathy—to give and receive richly.

The work and opportunity of the primary teacher always moves me in its possibilities. Wise men have said, "Give me the child for the first five years of its school life and any one may have him afterward." What does that mean? You lay the foundations, you give or withhold those things upon which his future development depends. "To lift the child from where he is to where he ought to be," as Dr. Thorndyke defines education, is a task calling forth all the best and ablest in you—all the enrichment that it is possible for you to get in any way.

"To help the child to live more of life every day," as Dr. John Dewey puts it, reminds me of that saying almost two thousand years' old, "I am come that ye might have life and that ye might have it more abundantly."

And all this is impossible without the enrichment that some leisure can give, the proper rhythm of work and relaxation.

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### THE PLACE OF SCIENCE IN THE HIGH SCHOOL CURRICULUM.

By Dr. E. L. Harrington, Professor of Physics, Maryville State Normal School.

Long before the close of the last century Spencer and other prominent educators were in accord in advocating that of all the different subjects taught in our high schools science was of chiefest value. It was their opinion that with the advent of the laboratory method of teaching science there would be a great relative increase in the number of pupils studying science in our secondary schools. Moreover our age is distinctively an age of science, even to a greater degree than Spencer could have possibly foreseen, so it has become even more important that the pupils take a larger portion of their work in science, and that such work should be well taught. The fact cannot be questioned that the daily life of any man, woman, or child involves a large number of things and acts having at their basis scientific principles or facts. We can live with but a partial knowledge of the true nature of the things about us, or even in total ignorance of some things, but there is no reason why we should permit any child who goes through our high schools to graduate in such utter ignorance of so many things that so vitally concern him. It ranks with English in importance, but when one considers the training the child gets in English in the grades, from parents and from other sources in contrast with the very meager and wholly inadequate preparation in science one may well insist that as much time be devoted to science as to English, certainly more important is it than foreign language to the average pupil. But he is entitled to both the language and the science. Too long have we acted as though the sciences were for those preparing for college, and it is high time that we see our sciences are of value and are adapted to every student.

In spite of all the above and of our conclusions as to what should be the status of science in our high schools it has been found that the actual situation is quite different. The Commissioner of Education reports that the percentage of high school pupils taking Physics and Chemistry has decreased since 1890 from about 33 per cent to about 21 per cent. Prof Bray in his report to the Science Division of our Association finds that in Missouri's first class high schools the percentage studying some science decreased from 1905 to 1913 from 64.4 per cent to 49.2 per cent. Or, if Domestic Science be included then the decrease is very slight as it falls only to 62.5 per cent. This apparent decrease in percentage of pupils studying science has been made so often a talking point that it justly deserves some closer study. Among the reasons that have been suggested are (1) that there is a lack of interest on the part of both the public and the pupil, (2) the teaching of science is ineffective, and (3) there is a lack of organization in the science work.

Let us examine some of these so-called reasons. If a test be made of the pupils on the question of what lines of study they enjoy most it will in no wise be found that science stands at the foot. Two tests were mentioned by Prof. Millikan in his address before the Central Association, and in each of these cases science stood well up near the top. It is most probable that lack of interest is not at all the true reason even though it is widely quoted as such. Even were it the determining factor should we allow the pupils to omit science on that ground? If so then it would be equally logical to let down the bars and tell the pupils to select only those courses that seem to interest them and assume that they will find a sufficient number of such to warrant giving them a diploma. Prof. Judd in his *Psychology of the High School Subjects*, pp. 328-9 effectively covers the whole argument of interest when he says, "Most children have a natural neglect for dirt that has to be eradicated by training. In other words, the importance of keeping clean and the importance of sanitary measures has to be learned through a study of the situation. A community has to be persuaded that it has a sanitary problem. The ordinary member of society does not seek problems of social reform—nor of personal improvement. He simply goes through the world adjusting himself in a crude and inadequate way to the various experiences with which he comes into contact."

Neither can the accusation of ineffective or poor teaching be found most applicable to teachers of science than to teachers of any other subjects. On the contrary the duties of the average science teacher are so varied and arduous that the lazy teacher is more or less automatically weeded out. As to lack of organization that accusation cannot be applied to any of the sciences, with the possible exception of General Science, at the present time regardless of what may have been their status a few years ago.

The most plausible explanation of the decrease in the percentage enrollment in science course is made up of a number of elements, most of which will be found to be complimentary, rather than otherwise, to science.

1. Each special science is in reality a very broad subject. Pupils are little likely, therefore, to have the very satisfying feeling that they are covering the subject which so often accompanies a subject of lesser content. No doubt this is partly responsible for the accusation of ineffective teaching.

2. The subject requires, usually, more of both the teacher's and also the pupils' time than other subjects. Moreover, the double-period requirement decreases the number of classes that a teacher may handle and at the same time doubles the number of program conflicts for the pupil.

3. Since the science teacher can handle neither as many nor as large classes, as other teachers, administrators find it cheaper to shift the larger classes into subjects where larger numbers may be handled without the expense attendant on science courses. While this greatly diminishes the number of pupils taking science courses it does not in anyway signify a lack of interest or of need of science work.

4. Good science teachers are hard to get and come higher priced.

5. Schools do not always supply proper conditions for science instruction. Often the laboratory room is separated from the rest of the high school, too often in an unsightly basement the laboratory is provided as a sort of an afterthought. Moreover, a very large number of schools have neither water works nor sewer system, no gas, and no day current for experiments in electricity. Too often this results in making the science work more or less "messy" and unattractive to our modern type of pupils. This point explains, rather than excuses.

6. Too often science work is postponed until the later years in high school and it is therefore open to the much smaller groups in the upper classes.

7. With the advent of the great variety of new and very desirable courses the university requirements in science have been lowered in many cases, and as a result we find that even in schools well prepared to give science courses properly there has been an unnecessary lowering of their requirements in science for graduation.



8. The most phenomenal growth has taken place in the number of small high schools raising their standards and there has been a consequent increase in the total high school enrollment. But most of these high schools can furnish neither the equipment nor the teachers necessary to offer a variety of sciences. Often only one, and frequently only two are offered.

Indeed it speaks well for our science work that in spite of all these too often overlooked factors operating to decrease the percentage enrollment that our science instruction has been able to keep its pace. But not a single one of the above reasons contains the slightest argument against the desirability of giving our pupils more science or their need of it.

The remedy of those of the above adverse conditions that can be remedied can be brought about only through administrative channels. Therefore, to those in power let it be insisted that science work is so vitally important that it should be given to larger numbers even though it necessitates a division of classes and additional teachers secured, that a good laboratory room supplied with all modern conveniences and well chosen equipment is almost indispensable, that the omission of science work in the freshman or sophomore years is wholly unnecessary and inadvisable, and that in all cases at least two years, and wherever feasible, three years of science be required for graduation. Moreover, science teachers need especial training for their particular work in addition to general preparation, and it is not reasonable to expect, as some seem to, such well prepared teachers to serve for sixty or sixty-five dollars a month. Again, if science teachers are to properly connect up the work with the community and keep their work up to the standard they must have time to make trips with their classes and for the construction and preparation of apparatus. Too many superintendents expect their science teachers to take their turn in the study hall during each of their vacant periods and also their laboratory periods on those days when no laboratory work is given, and then expect the teacher to do all this extra work after school or on Saturdays. This is absolutely unjust and any superintendent who so treats his science teachers has his part in the blame if the science teacher falls into the most convenient rut and stays there.

Another point quite worthy of full treatment can be touched upon only briefly here, and that is relative to the so-called "practical course" in science. Some teachers cater principally to the curiosities they think the pupils have or should have and try to "explain" the "how" of everything in sight. Others very justly view with disgust such work and make the equally serious mistake of avoiding the practical side of their work. To teach the "how" only, e.g. in a Physics class, is scarcely science work at all, for the teaching will have to be revised with the advent of next year's model, and the course is, in spite of its aim and name, of all courses the least practical. But teach in addition the fundamental "whys" or the laws involved in the situation and your course becomes at the same time both practical and also scientific; and the knowledge gained by the pupil will function throughout time to come, and since it has functioned during the part it gives a gasp on the present comparable to that given by history. A sewing machine or a motor car may be that and nothing more but either may be made a useful piece of apparatus for teaching principles, and it is not unscientific so to use them. There is no reason why the practical course may not at the same time be a good course in science, so science teachers may, and should, use everything at hand as material for instruction providing they are careful not to let the scientific end be lost in the mere means to this end. Such a course would prepare for the university work just as well as the so-called pure science course and at the same time be of infinitely more value to the pupil not destined to continue work in higher institutions.

Perhaps the greatest need, however, is to have the pupils better prepared to do science work when they enter our high schools. In all other branches of study the pupils are more or less systematically prepared in the grades for the work in the high schools. Even simple nature study work is far from universally taught, and there is almost nothing being done in the way of systematic instruction in our grades along the line of general science. This paper cannot include a discussion of problems relative to the elementary school curriculum; all that can be said here is that such in-



structions is very necessary, entirely feasible, and not only can be but really has been successfully done. For example it is being done in the training school department of our State Normal School at Maryville; also Supt. Eckleberry's report given in the program of the science section of this association showed with what great success it had been done in his school, how a teacher neither especially prepared nor desiring the work had given the course so well that the pupils became enthusiastic about the work declaring it to be the most interesting and valuable of all their work. The character of the work in general science is peculiarly attractive to the pupils of the age found in the upper grades of our elementary schools. Moreover any such work given at this stage reaches a much larger number than can possibly be reached if all such work be postponed and given only to those in the high schools. It is therefore to be earnestly hoped that such work will soon become not only prevalent but universal by requirement.

The universal recognition of the need of such instruction coupled with the fact, generally known but of especial importance here to publishers and authors, that innovations are more easily carried out in high schools than in elementary grades to a certain degree explains the more or less extensive introduction of General Science courses into our high schools. The advisability of offering such a course has occasioned a great deal of discussion, both in various educational meetings, and in our periodicals, which, however, cannot be reviewed here. The committee of Seventeen reported on this subject to the St. Paul meeting of the N. E. A. and it will be sufficient to simply quote briefly from their report since it represents perhaps better authority and wider investigation than most statements. They said: "We do not recommend a one year course which attempts to cover the whole field of elementary science. It is believed that one year courses in General Science, as now presented, are deficient in organization of data as is held to be of first importance,—that a one year course which ranges freely over the whole field is deficient in giving such a grasp of principles and organization of data as is essential to the best which a science course can give to the pupils. Such courses are an invasion of the high school by the nature study of the grades. High school pupils have reached an age when organization appeals to them."

From the point of view of the writer the objections are largely due not to anything inherently wrong in the general principle of General Science but rather to the giving of a course of such nature in the high school when its character is more suited to grade work. If a pupil takes such a course in the high school it is most likely to be at the expense of a year in one of the older, better organized, and equally valuable courses in science. A course that touches so many principles can hardly touch any one of them with the thoroughness characteristic of work in science. Moreover, if the pupil later takes the regular courses then there has been a considerable loss of time, and there is certainly none to lose. For a clear cut discussion of this point one should read Prof. Millikan's article in *School and Society*, III, Jan. 29, 1916. \*\*The writer is personally convinced that General Science should be high schools which are able to offer only one year in science, but he is not yet sure of either the advisability or the necessity of introducing such a course into schools properly equipped for giving our better organized courses in science. Nor is he convinced that the pupils will find a course in General Science of more general use than a course in, say Physics, properly taught. But if the principle of General Science is found best then it seems decidedly advisable to do away entirely with the separate subjects and to give a three or four year course properly organized on the General Science plan. Such a plan would have certain advantages over the present plan and also some disadvantages, but in any case, either such a plan or the present plan of separate courses would be by far a better and certainly a more logical arrangement than any sort of a scheme designed to mix the two plans.

It seems most probable that the condition of our science instruction is not so deplorable as some would have us believe. However, every one must recognize that we need to put forth constant effort towards improvements,

\*School Sc. and Math. 1914, p. 732.

\*\*See also Sch. Sc. and Math. March, 1916.

and there is a growing number who believe that the solution of our difficulties will not be reached until we adopt some form of the plan in vogue in all the important European countries and found so satisfactory there. Such a plan would have the pupil carry the different sciences in parallel, each reciting an hour or two each week throughout the high school course according to a well worked out scheme. Such a plan would have the essential advantages of the General Science plan and would yet retain the advantages of the separate course plan. Moreover the adoption of such a plan here should not be especially difficult, certainly not if the present movement towards the junior high school continues to grow. Until the time is ripe for such a change both the science teachers and school men in administration can do most for the cause of science in our high schools by doing all in their power to make the character of, and the conditions for, our science instruction the best possible under the present plan of separate sciences.

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### MODERN IDEALS IN RURAL EDUCATION.

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It is perfectly evident to even the casual observer of educational movements in America that the rural school now occupies the center of the stage in public discussion. The city-ward movement of our rural population, the per capita decrease of agricultural production and the steadily increasing cost of living have produced even in the city man an interest in the rural school which is thoroughly genuine, if not wholly altruistic.

The last decade has been a period of earnest inquiry and unusual activity in rural education thruout the United States. It shall be my purpose to sum up in a general way the phases of this many sided development which may be characterized as progress.

Before labeling any activity as "an achievement," it will be necessary to indicate a few of the ultimate goals which students of rural education have fixed as worthy of attainment. Without such standards we are liable to mistake for progress what is merely the hurrah of the "booster" or the innovation of the superficial enthusiast. Such standards will enable us also to distinguish between temporary expedients designed to relieve a disagreeable local symptom and fundamental remedies which will insure permanent health or growth. The fact that educators are coming to a substantial agreement as to the fundamental characteristics of an efficient system in country schools is in itself not the least of the achievements.

The first goal which we must reach before the rural school becomes more than a temporary makeshift, is stability in administration and supervision. Up to this moment in most of the states of the United States the country school has been the football of petty politics from the State Department of Education down to the local school district. Under the guise of democracy we have too often insisted that the country people shall not have the power to select in a sensible way the men who are to administer their schools but that they must be allowed only the poor privilege of accepting every two or four years one of the candidates who scramble for the office on the tariff question or some other issue not related in the remotest degree to the welfare of the school system. Our zeal for democracy has, strangely enough, not extended to the other educational institutions of the state. Our universities, colleges or normal schools are administered by stable boards of trustees with rotating terms of office. These trustees have the privilege of looking the earth over to find the man who possesses in largest measure the qualities and abilities needed in the important office of college or university executive. The president and the administrative board work out together the larger prob-

lems of the institution and looking many years into the future, they enter on a definite program of service to the commonwealth. The president of the University is the servant of the state and will be secure in this position as long as he serves the state faithfully.

The city school system is administered by a stable board of trustees who in like manner, acting as a committee of the people, select the city superintendent of schools. In the selection they are by no means limited to their own city or state or to those who apply. With an eye single to educational ability, they may hunt till they find the right man wherever he may be. In the typical American city the superintendent retains his office long enough to plan his program and to execute his policies.

In order to give further stability to the city school system it is usually removed by special legislation from the influence of the potentially unstable State Department of Education.

The people should have the same right to use their best judgment in the selection of a State Superintendent of Education that they now have in the selection of a President of the State University. They should be as free in the choice of a County Superintendent as they now are in the election of their city superintendents.

The selection of the administrative officers of the country schools by popular election and partisan vote is subject to the following objections:

1. It limits the choice of the people to the men who enter the race;
2. Popular election means in general a short term of office. A political plum which as the "gift of the people" must not be given to our men too long;
3. A popular election appeals to the passions and superficial impulses of the electorate. The school system should be guided by sober second thought rather than by the passing whim;
4. The best men are often reluctant to leave a stable position to enter a race whose result is uncertain or to seek an office whose term is brief or precarious;
5. A political office does not offer the opportunity for an educational career. Since the officer can be a candidate only in his own civil unit, he cannot capitalize his success through a call to a larger field as can the city superintendent or college president. A good man hesitates to enter on a course of education and training for a position which is a blind ally professionally.
6. As a total result the method does not produce a body of men who look far into the future in rural education or who make comprehensive plans for service in this field. There are to be seen some notable exceptions to this general rule.

The following is suggested as an organization for the stable administration of the rural schools:

I. A State Board of Education to be composed of not more than nine members to be appointed by the Governor and confirmed by the Senate, or elected by the two houses or the State legislature in joint assembly. The members of this board should be representative citizens of the state, men and women of broad vision and thoroughly interested in education. They should hold office for six years and one-third of the Board should be appointed every two years. Such a board would be continually responsive to the deliberately expressed will of the people but would not change policies in a revolutionary manner.

The first duty of this Board would be to elect a State Superintendent of Education as its Secretary and Executive Officer. In the selection of the State Superintendent the Board should be as free as is the Board of Trustees of the University in selecting its President. In consultation with this trained expert the Board would determine the general educational policies of the state.

II. The State Superintendent of Education should nominate for election by the State Board such assistants as he may need in the administration or supervision of the rural schools. These should include at least:

1. One or more State Inspectors or high schools;
2. One or more State Supervisors of rural schools;
3. A State School architect;
4. A State School Auditor;
5. A State Director of Agricultural Education;
6. A State Director of home-making activities for girls;
7. A State Supervisor of teacher training for country schools;
8. A State Examining Board for the certification of teachers.

III. The administration of the rural schools of a county should be vested in a county Board of Education consisting of three or five members elected by the people from the county at large for a term of six years. The terms of the members should expire so that approximately one-third of the Board would be elected every two years. This Board should elect the County Superintendent of education as its secretary and executive officer. In this selection this board should have the same latitude which the city board now possesses.

IV. The County Superintendent should nominate and the County Board elect such assistants as are necessary to the adequate supervision of the country schools. These should include at least:

1. A supervisory teacher to assist in the training of inexperienced teachers in their own school-rooms;
2. A county director of agricultural work and home projects for boys;
3. A county director of home-making work for girls.

The county and not the district, should be the unit of administration. The Superintendent and Board should alternately elect and assign all teachers for rural schools.

V. The school district or community should elect a district advisory board to act as custodians of the school property, make recommendations to the County Superintendent and look after the other local interests of the school.

This scheme would be subject to substantial modification in states where the township is the vital civil unit. With such a scheme of administration and supervision we might reasonably expect the steady progress in rural education which a similar plan has given in other educational fields. Without it our progress will be like that of the traditional frog which was climbing out of the well. We all know the County Superintendent with a vision who has been sacrificed to a popular resentment at a reform which has not been given a fair trial, but which afterwards came into universal favor.

The second goal to be attained in rural education is adequate and constant financial support.

To secure this, there should be three units of taxation, the state, the county, or the local district or community. In round numbers the state from state taxation or permanent school funds should furnish 40% of the revenue to maintain the schools of the state, the county 30% and the local district 30%. The rural school will progress with halting step as long as we look to the district as the principal source of support. The disparities in the wealth of the various communities of a state are too great to enable these communities unaided to support their own schools on the same level of excellence.

The wealth produced in the State of Missouri or Tennessee is made visible for the most part in the cities and in the great railroads and industrial enterprises. All this wealth should contribute to the education of all the children of the state. The education of the people is not a local matter. The boy who grows up in the most backward rural community in Missouri may be later a citizen of St. Louis or Kansas City. Of the state tax, approximately 2-3 should be apportioned among the counties on the basis of school population, and the other third should be used to further specific movements and to stimulate local self help. Among these specific purposes may be mentioned the building of modern school houses, the introduction of agriculture and the home-making arts, the consolidation of schools and public conveyances of school children, rural libraries, standard rural schools and teachers' homes. State aid for these purposes should be conditioned on local taxation or other forms of self help.



Just as different counties of the state exhibit striking disparities in wealth, so also there are rich and poor communities in the same county. The county, as a whole, including the towns and cities, should constitute a unit of taxation for the maintenance of all the schools of the county. The larger towns or cities may constitute independent units of administration but should not be excused for participation in the support of the county system. The general school fund of the county may be apportioned among the administrative units on the basis of school population enrollment, attendance, number of teachers employed or on a combination of these factors. A part of the county fund should also be used to stimulate local communities to self help.

The local community should have a part in the maintenance of its school. This is a strong incentive to local interest. Then, too, it is hard to lift a whole county at once. The progressive community should have the right to provide from its own resources the extra educational facilities for which the county, as a whole, is not yet ready. For example, there are counties which are ready to build a teacherage or employ the teacher for twelve months in the year. Perhaps no county, as a whole, is ready for these steps. With these three units of taxation the financial support of the rural school will be stable enough to insure steady progress.

The speaker has the conviction also that before many more years shall pass, the nation as a whole, will contribute to equalize the disparities of the states in possible educational opportunities. The states where the wealth of the nation is made visible, should contribute to education in the states which furnish the children. The Smith-Lever Act is an indication that we are about to follow the lead of Switzerland in this direction.

The third goal to be attained is the adaptation of the Rural School to the special needs of the rural community.

This means in the first place Country Schools for country children. The course of study and the activities of the country school should dignify country life, open the eyes of the boys and girls to the beauties of the country and the opportunities of the farmer's life. The success of the country school of the future will be measured by the number of happy, prosperous, efficient, cultured farmers it leaves in the community and not by the number of boys or girls it sends off to town.

The new country school will minister to the social and recreational life of the community as well as to the intellectual life. It will be a community center with all the term signifies.

It will include adults as well as children in its programs of development. The home project, the continuation school, the short course, the farm demonstration and home demonstration work and the community library, will be phases of its activity.

It is easy to see that the development of this program will require the consolidation of schools and frequently the public transportation of children. It will require also that the teachers be employed for the whole year and not simply for seven, eight or nine months.

Ultimately, the standard rural school will have at least three teachers. These will be employed for twelve months in the year and will be given a vacation of a month each year for recreation and study.

The principal of the school will be a man who has had a thorough training in agriculture and rural economics. In addition, to teaching the upper grades of the school, he will have charge of the farm demonstration work for his community, both for the boys and their fathers. At his home, provided by the district near the school house, will be a few acres of ground upon which he will demonstrate to his pupils and to the community, the principles he is teaching. The school in the larger meaning of the world, will run the whole year. Eight months of it will be held in the schoolhouse and the remainder on the farms of the community. The principal's salary will doubtless be supplemented from the state and national agricultural demonstration appropriation and will be sufficient to attract a competent man.

The second teacher in this rural school will be a woman who has specialized in home economics. She will direct the homemaking studies and practice of the girls and will conduct the home demonstration work of the community.



The third teacher will be in charge of the primary classes and will also know how to play the piano and direct the singing, the games, the story telling and the recreational work of the community center.

Since these teachers are employed for the year, the school term and the vacations may be easily modified to suit the agricultural needs of the local community.

This modern type of school suggests the fourth goal in our progress. The special training of teachers for Rural Schools. It is perfectly evident that the old training for grade positions in city schools will be wholly inadequate for these new ideals. Rural education, agriculture, home economics, rural sociology, rural economics, rural sanitation, manual training, and singing, are some of the subjects which must have a part—the education of the coming rural teacher, even if the introduction of these subjects materially reduces the Latin, Ancient History, and even the History of Education and Psychology in this course of study.

To recapitulate: The four goals toward which rural education must strive are: (1) Stable administration; (2) Adequate financial support; (3) A modern course of study and activities; (4) Teachers trained for rural service.

Let us note our recent progress in these directions:

During the past ten years the composition of the State Board of Education has been under discussion in practically every state in the United States. During the past two years Vermont, Tennessee and Maryland have passed laws providing for the representative Board with rotating terms of office, appointed by the Governor. In these states the State Board will appoint the State Superintendent and will fix his salary. That the State Superintendency under such conditions is an attractive field of work is proved by the fact that Vermont was able to take from Columbia University Dr. Hillyas, one of the most distinguished authorities on school administration in America. The adoption of this plan will be hindered in many states by the necessity of making constitutional amendments. At present, Connecticut, Maryland, Massachusetts, New York, Rhode Island, Tennessee and Vermont, place the selection of the State Superintendent in the hands of the State Board, while in Delaware, Iowa, Maine, Minnesota, New Hampshire, New Jersey, Ohio, and Pennsylvania, the appointment is made by the Governor, subject to the confirmation by the Senate. In the other states the election is by qualified voters at the regular state election. In some of these states there is evident a tendency to keep a good man in office without opposition. North Carolina, South Carolina, Louisiana, and Wisconsin, are examples of this tendency. According to reports from the State Departments of Education in response to questionnaires, the election of the State Superintendent by a State Board, is a subject of serious discussion in Arkansas, Kentucky, Missouri, Michigan, Nevada, Texas and West Virginia.

During the past six years the movement towards State Supervision of rural schools has been most marked. Twenty-nine states now employ state supervisors. In all, 47 state supervisors of the rural schools are now at work in the U. S. Since with one exception, these officers are appointive, and not elective, they constitute a potential stabilizer for rural education. Much of the present progress may be attributed to their constructive thinking.

In 11 states the State Department of Education includes a Director of Agricultural education, and in four, a State Director of Home Economics. The Smith-Lever Act has been a strong influence to give the direction of the agricultural work to the State College of Agriculture.

The tendency toward the county as a unit of administration for rural schools may be accounted as one of our assets in rural education. Generally speaking, the County Unit prevails in the South, the Township Unit in the East and the District Unit in the North and West. A questionnaire during the last month elicits the information that in fifteen states which now have the District Unit there is a serious discussion of a change to the County Unit. In this list are most of the North Central states. The change will be made gradually. The order of development usually proceeds in something like the following order: (1) The election of the County Superintendent; (2) The levy of a county tax; (3) The election or appointment of a County Board; (4)

The appointment of the County Superintendent and other supervisory officers by the County Board; (5) The election and assignment of teachers by the County Superintendent and County Board. The transition, however, may begin with another of the elements. It would be a blunder to attempt all the steps at once.

Alabama, Maryland, and Utah, are the last states to complete the process. The county organization acts passed by the legislature of these states during the past year are worthy of careful study.

At the present time the County Superintendent or corresponding officer under the township unit, is selected otherwise than by popular vote in 22 states of the United States, a dozen states are now considering the election of the County Superintendent by the County Board.

In one-third of the states the three units of taxation, now contribute substantially to the maintenance of the schools. The tendency of recent legislation is to bring in the unit which has hitherto been excluded. In Alabama, for instance, where the bulk of the school revenues have been furnished by the state, the new law provides for a district tax and for an increase of the county tax; in South Carolina, where the county and district have borne the burden, there is a distinct pressure which is steadily increasing the state appropriations.

The state appropriation, to encourage local self help for specific objects, is one of the most important of recent movements. A reward in the form of a state subsidy for rural communities which through local self help reach certain fixed standards or attain certain objects, constitutes a particularly effective appeal. Through this method, the various states are now stimulating rural libraries, local taxation and "standard rural schools," better buildings, consolidation, transportation, local supervision, agricultural and vocational education, school gardens, medical inspection, continuation schools and teacher training. The Wisconsin plan of rewarding by special state aid, the retention of the teacher for two or more years in a rural school is deserving of special mention on this honor roll.

The limits of this paper forbid more than a reference to the evolution of a rural course of study which is now taking place. Thousands of country schools scattered over the U. S., have demonstrated that the facts and activities of the rural environment may be made the basis of a vital curriculum which will bring both culture and efficiency. The extension of the vital country school which includes in its scope of interest the whole community, is limited only by the supply of teachers who have the new vision.

There is a rather slow but steady increase in the number of consolidated schools. Indiana reports that 36% of her rural pupils are now attending consolidated schools. In that state in 1914, over 26,000 children were daily transported to school at a cost of around half a million dollars per year. Last year, Massachusetts, also with the Township Unit, spent \$467,000 for transportation. In the South, Louisiana and Mississippi have made notable progress in this direction.

The District Unit is not conducive to consolidation and states which preserve that unit may expect to show serious retardation in this particular. The District Unit tends to produce a distinctly narrow and individualistic community.

The most striking difference between the rural school of America, and that which prevails in Europe, arises from the fact that in Europe the teacher is elected for 12 months in the year for a term of years and is furnished with a home and a plot of garden land at the schoolhouse. He thus comes to know his community intimately and can adapt his teaching to its special needs. In the work of community building, we cannot expect much more from the shifting temporary tenant teacher than we can from the tenant farmer. The movement to provide homes for country teachers is fairly started in America. The latest report indicates that there are about 600 of these homes at the present time and that the interest in the subject is rapidly spreading.

A beginning has also been made for the election of the teacher for the entire year. In Indiana, Louisiana, Mississippi and New York, the teachers of agriculture in high schools and consolidated schools are employed for 12

months in the year. In Minnesota the principals of all the consolidated schools with four or more teachers, are employed for the year. There is a strong movement in the same direction in Iowa and Maine.

In the vital matter of training teachers for rural schools, considerable progress has been made during the past six years.

Of ninety Normal Schools recently investigated, fifty-four offered courses in rural education. These courses are variously named. "Rural School Problems," "The Relations of the Rural School to the Community," "Rural Community Building," "Rural School Administration," "Rural Life Problems" are some of the titles. Of the ninety Normal Schools, fifty-seven offer courses in Rural Education. The following subjects, taken at random from a large number of Normal School catalogues: "Farming as a Way of Making a Living," "The Development of Modern Agriculture," "The Factors of Production," "The Distribution of Agricultural Income," "Co-operative Farm Enterprises," "Co-operative Marketing," "Co-operatives," "Co-operative Laundries," indicate the nature of the courses. In many parts of the country the people in the rural districts have not taken the first steps in community co-operation. Before much progress can be made in this direction there must go out into the country, men and women, thoroughly conscious of the importance of cooperation and thoroughly capable of leading the people into co-operative activity.

Of the ninety schools, fifty-four offered courses in agriculture and thirty-eight courses in Rural Sanitation. Practically all offered courses in Home Economics. These courses were credited with the following enrollment: Rural education, 5039; Rural Sociology, 1737; Rural Economics, 738; Agriculture, 5549; Rural Sanitation, 1794. The fact that even a small number of people are consciously preparing for work in the country is prophetic of a better day.

Twenty-five states have established teacher-training courses in high schools. These training courses are supplementing most effectively the work of the Normal School in the education of rural teachers.

The Summer Schools, the Institutes, the Reading Circle courses and the special supervisor are contributing to the same end.

Most promising of all the signs pointing to a better day for the country school is the fact that these ideals are surely becoming common property. They are no longer identified with an special proponent but even the farmer is beginning to recognize in them his own thoughts. In this fact is the promise of ultimate victory.

### THE MEANING OF YOUTH.

By Dr. Elmer Burritt Bryan, President, Colgate University, Hamilton, N. Y.

When I was here three years ago I had such a good time that when the invitation came to me to speak before the Association this year, it wasn't necessary to relearn the invitation.

I am going to do today as I did three years ago; I am going to pay you the compliment, and do you the honor, of discussing subjects which will require some thought to follow. When I did that three years ago, you were, as I anticipated you would be, pleased with that kind of thing. And I learned on that former visit that the teachers of Missouri did not wish to have a speaker try to dump something on them which required no thought. I am going to speak for sixty minutes, more or fewer, on "The Meaning of Youth."

In the last analysis every problem which men and women will confront is a human problem, whose solution is found only by the so-called educational processes which are now in force, or which will be called into force. It therefore follows, ladies and gentlemen, that the largest problem in the world is the human problem, and it therefore follows that the biggest business in the world is education. When I say that the only problem which

men and women will ever confront is a human problem, I mean that all other so-called problems correctly interpreted are nothing more nor less than corollaries of this so-called human problem. There is in the last analysis no financial problem, no problem of banking, no problem of production, no problem of distribution. These are all mighty hard and tremendous corollaries, but they are nothing more than corollaries, and they all wait for their solution on the solution of the human problem. The reason the so-called problem of distribution looms so large today is because so few of the human beings working at it have been correctly solved. The reason that the money problem looms so large today, the transportation problem, the problem of production and all of these problems—the reason that they loom large is that the problem of human beings has not been correctly solved. A few years ago Goethels said: "Help me to solve the human problem in the canal zone, and the canal will dig itself." And it did. Europe is swimming in the blood of her sons today because in Europe a score or a hundred or thousand more or fewer men and women in high position and honor and responsibility were not in the making correctly solved, and she swims in the blood of her sons as a result of making mistakes.

Last February, I had the honor of delivering the Founders' Day address at the University of South Carolina. After the address had been delivered, a gold medal was awarded by that University to one of the citizens of South Carolina, Mr. Coker, of Hartsville, a young man forty-two years of age. It is the custom of the University of South Carolina to award, from time to time, this gold medal to any one of her citizens who may be regarded as having rendered a signal service to human kind. In February, this medal was pinned on the lapel of Mr. Coker's coat. It was the first time that the medal had been awarded in six years. I asked Governor Manning, the presiding officer on that occasion, why it was that the medal had not been awarded in six years. He told me because no one had rendered what was regarded as a signal service to human kind. When the medal was awarded, I observed that it was awarded for this reason: Mr. Coker, of Hartsville, South Carolina, by his intelligence, by his scientific observation, by his studious application and earnestness, had doubled the length of the cotton fibre, so that one of his acres will produce twice as much as his neighbor's acre. He has done more than that; he has refined the cotton fibre so that one of his bales will sell for twice as much as one of his neighbor's bales. Which being interpreted, you see, means this: That one of Coker's acres is four times as valuable as one of his neighbor's acres, because he has twice as many bales and each bale is worth just twice as much.

I said to Governor Manning: "Is Mr. Coker the first man to whom it ever occurred that it would be desirable to lengthen the cotton fibre and refine it?" And Governor Manning said, "Man, no. For a hundred years South Carolina and the South have desired to have the cotton fibre lengthened and to have it refined; but we have been waiting for a hundred years for the man to appear who himself had been solved so that he might successfully apply himself to the attempt of developing the cotton fibre."

And Governor Manning told me that the work that Coker had done would mean a million dollars to the south within the next two years. Ladies and gentlemen, for a century the South has regarded the development of the cotton fibre as a problem, but, listen! That problem would have gone begging on another century for a solution had not South Carolina succeeded in solving one of her sons, and when Coker was solved the cotton problem, so-called, came as a matter of course, and Mr. Coker was the solution of one of her citizens.

Now, that's the way it is the world around. The Missouri State Teachers' Association is not primarily a problem. It is a corollary to the human beings who have the Association in hand, and the human beings who shall appear before you, as well as the human beings who shall occupy the pews.

Now, ladies and gentlemen, as I have said, the only problem is a human problem, and the only processes are the processes of education; therefore I direct my thought and your attention to the question of youth, the subject of education in whose lives these processes must be manifested. In the first



place I call your attention to the long period in which the young of our kind are young. The law says twenty-one years; science says twenty-five years or thirty years. The law says to a boy born in the State of Missouri today, you will live twenty-one years before you may exercise all of the rights and privileges and prerogatives of a mature citizen. Science says to the baby born in the State of Missouri today, you will live a quarter of a century, or a third of a century, before you are a mature man or a mature woman. Ladies and gentlemen, I have the experience of passing through this long period of youth that all of you have had who have passed through it. It seemed to me that it would never end. It seemed to me that I was twelve always; it seemed to me that I was thirteen forever; it seemed to me that I was fifteen worlds without end, and it seemed to me that the time would never arrive when I might keep as my very own the dollars which I had earned, and when I might step up to the ballot box and cast my vote. A long, long way from the cradle to the ballot box, and yet, ladies and gentlemen, like you, that I ever dreamed I was to stand on this platform, or any other platform, is found in the fact that we are young a long, long while. We are young so long that the home is an absolute necessity. We are young so long that the school was called into existence and makes its contributions. We are young so long that the church makes its contribution. We are young so long that the State and the cities make their contribution. And you are sitting where you do this morning, as you do this morning, following this address intelligently, as you are, largely because you were not born ready-made; largely because you were young so long that all of the organized agencies and a million other agencies have made their contribution to your making.

I wonder if it ever occurred to you that the most poverty stricken thing in all this world is a new-born baby of our kind. Some one has said, "Who can tell what the baby thinks? Who can cut the gossamer links by which the manikin comes a way out from the world of the great unknown, blind and helpless and alone into the light of day? What does he think of his mother's eyes? What does he think of his mother's hair; what of the cradle that flies backward and forward through the air; who can tell what a baby thinks? Of course everybody can tell what a baby thinks, because every one knows that a baby does not think, but not every one knows, ladies and gentlemen, that at birth our babies cannot see, and at birth our babies cannot hear. It does not mean, of course, that they are born blind and deaf; it merely means this important thing—that they are born so poverty stricken that it requires the stimuli from the outside to set the senses of sight and hearing going. Place a new-born baby of our kind on its face, and unaided, it will lie there to its death; place it on its side, and unaided, it will lie there to its death; place it on its back, and unaided, it will lie there to its death. No human being ever beheld a more helpless thing in this world than a new-born baby of our kind, and yet there is not a person in this audience so rash as to venture to predict what life that helpless thing may lead if it lives out its life normally for a half a century. Why? Largely because half of that half a century is devoted to the long period of youth when it is drinking in from all the organized agencies and all other agencies which God has placed in the Universe. Ladies and gentlemen, this long period of youth writes away ahead yonder of the baby the word "hope," the word "opportunity." God's creatures that are born ready-made, particularly the chicken, the puppy, the kitten, the calf, the colt—they have not these words written high ahead of them. They have the word "doom." Certainly, at least, not the word "destiny."

The very week in which I was born over here in the woods of the United States in Ohio, a colt was born in the same woods. My father owned them both. The colt's name was Bill—mine wasn't. You will observe, ladies and gentlemen, there was a Bill Bryan in my family. This colt and I were born the same day. When the colt was two hours old he walked around his mother. I didn't. When the colt was two weeks old he ran and kicked up. I didn't run. Why did Bill run and kick up when he was two weeks old? Because the prospect of coming to Missouri was not ahead of him. He was doomed. Why didn't I run? Because I had to get ready to come to Missouri—that was the reason, and I needed more schooling than I got, and I needed more from

the church than I got, and I needed more from the state than I got, but they had a long, long while to get me ready—I was young a long while. Now, when I was ten years old I made a mistake for which I repented many days. I went out one afternoon to the field where my father was plowing corn. I took him a jug of water. I followed him around the row of corn. I said, "Let me hold the handles." He did so. When we got out to the end of the row, he said, "Gee," and the horse turned to the right. He said to me, "Can you hold the lines as well as the handle?" I tried it. I could. When I got to the other end of the row, I said "Haw," and the horse turned to the left. Remember that is the thing that the horse had to always do when you say "Haw." He said, "See if you can plow the row while I stay here." I did it. When I came back, he said, "Would you like to have a horse and plow of your own?" Oh, the fatal blunder that I made! I said "Yes." He said, "All right. Now, listen! Tomorrow morning I will give you a horse and plow of your own. You may have old Bill." There I was—just listen—listen! Little Elmer learning to plow corn; old Bill had been plowing corn for seven years. Men and women, that colt, born the same week I was born, when that colt was three years old, he was doing the work of a full hand. He knew all that he ever knew. He knew "Whoa" always. He knew "Get up"—sometimes. He knew "Gee" and "Haw," and he knew how to make me unhitch in the middle of the corn field, if that was where we were when the dinner bell rang. That is all he ever knew. He was three year old when I was just half old enough to begin to start to commence to take systematic training. One morning my father said to my mother, "I don't believe that you have ever seen that glorious sun rise from the stone-breaker hill," and we hadn't. He said, "Some fine morning we will hitch up the carriage and drive over so that you can see it. He drove over to the brow of the hill. We were all eyes and mouths and wonderment, and when Bill stopped, facing the sublime sunrise, he went sound asleep standing in his tracks. That is because he was born ready-made.

Ladies and gentlemen, youth is fraught with meaning because we are young such a long, long while, and two of the meanings, at least, are these—will you get them? The long period of youth means that we belong to the highest type that God has made. If I had the time and you had the patience, I would like to have a week to defend that proposition. The long period of youth means that our kind is headed toward the greatest destiny known to man or God, and if I had another week and you had the patience, I would like to defend that proposition. Sufficient is it to say that naturally human beings are what they are, delivering that blow for God and humankind as they do it in strength or in weakness largely because they have been young such a long while.

The second proposition which I submit for your consideration is this: Youth is full of meaning because it is the period of life when the most important work is done. Suppose I should just turn round now and put you on examination, and say, in what sense is the most important work of human life done in the period of youth? What would you say? Why, Mr. Bryan, when you say that youth is the period in which the most important work of life is done, do you mean that it is the period in which the bigger burdens are borne; what do you think of that?

You don't believe it. If I should say that the biggest burdens as borne in the period of youth, twenty-one years from the cradle, or twenty-five years from the cradle, you would be ready to leave the hall, because I should convince in a most substantial way that I was an ignoramus and not fit for such an honorable position; if, as a man of fifty, I am not bearing burdens big out of all proportion to any burdens which my son would bear; if I am not bearing burdens today big out of all proportion to the burdens I was able to bear as a young man twenty-five years of age. Listen! What did I say! I said youth is full of meaning because it is the period in which the most important work of life is done. Well, Mr. Bryan, isn't bearing big burdens important business? It is important business, but it isn't the big business that confronts men and women. Youth is the period in which the most important work is done. By that, now, I mean this. What do you think? Youth is the

period in which the important judgments are formulated and expressed. Suppose I should throw that to you as my meaning, would you believe it? Not for a moment. Oh, I love my little green-capped freshmen almost to death. I feed them a ton a year to have them around me, but to be perfectly frank, ladies and gentlemen, I wouldn't give very much for the judgment of the whole bunch of green-capped freshmen on any large question of human interest. That is one reason they are studying; they are learning how to have good judgment, they are now amassing the material for judgment, but they don't have it. What's the proposition, and then I will defend it. Youth is full of meaning because it is the period in which the most important work is done. Is formulating and expressing fine judgments big business? It is mighty big business, and I wish it were more general than it is. It is very important. Bearing big burdens is big business, if it isn't the most important business.

Now, you are ready to listen to what I think about it. It is this: Youth is the period in which the three great choices of life are made. In which three choices are made? No. In which the three choices are made. Aren't there four? No? Aren't there only two? No. There are three overshadowing, profound, fundamental, all-inclusive choices, and once you make these three choices, you will never make another choice as long as you live that is anything more than a corollary of one of these choices. Now, you hold me to the demonstration of the truthfulness of that proposition; you see to it that the treasurer doesn't hand me my fee if I don't make good on that proposition. The three choices, I say in youth, is the period in which they are made, and see if it is not the most important business that any human being ever did. Ladies and gentlemen, I have a brother Dan. You heard about him three years ago. He is one of the potato patch men. He stands six foot two in his pumps, whatever that may be. I stand five feet nine in my shoes. Dan deserves no credit for being six foot two any more than I deserve credit for being five foot nine, unless by observing all of the rules of his physical being he has filled out the measure of his full stature, and by violating many of the rules of my physical being, I haven't filled out the measure, but the fact is this that I have observed the laws of my physical being as much or more than he has. I was built on a short plan and he was built on a long plan—if you don't believe it look at him. What I am I owe to God. He deserves no credit and I deserve no discredit. I deserve no credit for being a native of the State of Ohio, and heaven's sake don't hold it against me. I deserve no credit for my ancestors, so far as I have found out, but I am absolutely responsible for being on this platform at this moment—that's all a matter of choice. Now, get this, and I pass on. The field of responsibility is the field of choice. Absolutely. Work that out at your leisure after I have gone if you have not already done so. Now, I say that the long period of youth is the period in which the three great overshadowing choices are made. What are they? What shall I do? When do people face that question? In the middle and the last years of the long period of youth. The law says twenty-one years; science says twenty-five years. I submit that question to you. When is that question looming large before our sons and daughters? Why, men and women, during the senior year at the University, I am a general father confessor. My boys haunt my office and my home seeking help in answering the question—"What shall I do?" That is one of the questions. What's the second, it is this: (See if I am right about it) "Whom shall I serve?" "Whom shall I serve?" If I were to ask this audience to raise your hands on the question how many of you answered that question once and for all before this long period of youth had ended, there would be a sea of hands raised. You know when that question looms large, and you know when that question as a rule is answered. Whom shall I serve? And the third question is this: "With whom shall I mate?" "With whom shall I mate?" And you know when that question is confronting human beings. Now, listen, while I throw out a challenge. I challenge any of you—if I didn't like you so well and it didn't sound so mean, I would defy you to give a single exception to this rule that when a human being has made these three choices, he will never make another choice as long as he lives, which is not

a corollary to one of these choices, unless, indeed, he repeats one of these choices. A man may change his occupation. A man may decide wrong and then decide right on the second question, or a man's wife may later leave him.

When your president wrote to me asking if I should come out to St. Louis, I didn't know whether I ought to run away from my boys or not. It wasn't an easy thing. Listen! It was a corollary to a decision that I made back yonder twenty-five years ago when I said, "Here goes. I devote my life, soul, body and clothes to the work of education, and if I had said I would devote my life, soul, body and clothes to the work of a peanut vendor, I wouldn't have had that question to confront; it was a corollary. I went out a dozen years ago to organize a normal school system in the Philippines because it came ten years after I had answered the question "What shall I do with my life?"

I challenge you when you are old to come to me with a single exception to this proposition that when you have made these three choices you have ever made another choice that is any more than a corollary. Now, let's stop just a moment with these three—"What shall I do?" I want to say a word to the little ones and you will have to pass it on to them. I wish that I might have all of the little ones in the State of Missouri here this morning, and I wish that I had lungs of leather that I could be heard by all, and then this is what I should say to them here—will you pass it on to them? Some of you will be afraid to do it. It is this: Never allow anybody, your best teacher, your fondest parent, nor your wisest friend, nor the wisest man or woman you know, the apostle at whose feet you worship, the most successful business or financial man in your community, don't let one coerce you into the making of this choice. Don't allow any one, and this is what I want to say to you—don't you be guilty of the unforgivable mistake of trying to coerce any one of these little ones in making their choice. Remember this, that your son has just as much right to live out his own life as you have to live out your life, and the world's work will only be done when every human being, as far as possible, is working at his thing and not at some one's else thing. Well, what can we do? Listen quietly now: We can expose them; we can guide them like trees; we can give them a test.

Now ladies and gentlemen, that's one of the greatest functions of an educational institution to allow our boys and girls to become somewhat acquainted with a vast variety of human interests, that they may make their own discoveries. The greatest thing that a human being discovers is not that thing at the end of the telescope, or that thing out yonder at the end of the dissecting knife. The greatest thing that any human being ever discovered inside of the school or outside of the school is himself. We can counsel with them, we can advise with them; we can put them by men and women professionally, men and women representing all of the professions; we can bring them into contact with all of these people and give them a look in; give them a chance for self-discovery—let them make their own discovery and let them live out their own lives. I wouldn't say a word against the so-called vocational guidance, but I will tell you, men and women, if in these days we need to be harmless as doves and wise as serpents, it is just there. I would like to see the boy who at the age of fifteen knows what he ought to be doing fifteen years hence; I would like to see the parent or teacher, or anybody else in the world who knows what that youngster ought to be doing when he is twice as old as he is at fifteen years of age. Don't mistake me. I am not at all against vocational guidance, but there is a long loud demand for wisdom and caution, and I have the opinion that the best thing that we can do for the youngster is to give him a many sided look into life's opportunities. By all means what we don't want to do, either directly or indirectly, by any direct or devious methods is to coerce him into his decisions.

Now, the second question: "Whom shall I serve?" I would like to defend this question. When does this question loom large before people for the first time? I will classify you before you leave this hall by spending ten seconds on each one of you if you will answer this question: Whom do I love? The saints said "What—whom and what," but I am not going to put what in—Whom do I love and adore and worship and serve and long to be like? An-



## BULLETIN

swer that question from the reddest of your blood, and I will not need to classify you; you have classified yourself in the answer. Ladies and gentlemen, I haven't said, tell me whether you are a general or a laborer; tell me whether you are a protestant or a Catholic; I haven't said tell me whether you belong to the synagogue or not. What I have said, tell me whom in all the universe you love and adore and worship and serve and long to be like, and you are classified. No human being ever longed down and got up, and the reason that so many people are down today farther than they need to be is that they have had their eyes on the earth instead of the stars, and now listen, no human being ever longed up and longed up and kept on longing up who was obliged finally to stay down, and I challenge any one to point an exception to that statement, and ladies and gentlemen, when I say that no human being who keeps longing up is obliged finally to stay down; I am talking about people and not about positions or possessions; I am talking about what you have inside of your skin rather than what you have outside of your skin.

With whom shall I mate? Now, I am going to discuss this very briefly, and you will pardon me if I don't answer that question definitely for anyone of you. I am sure that you would want to shoot me in your tracks if I undertook to do so. I want to throw out what I regard as a reason to ask you what you think about it. I think here is a suggestion of encouragement. I believe that in every increasing numbers the little ones are willing to advise with the large ones on this important subject. I believe that to be true. And I believe that in ever increasing numbers the large ones are willing and wise to advise with the little ones. I believe that more human thought is being put into the sacred question of mating than has ever been done before. I believe that to be true, and it is true. It is a source of very great encouragement. Just now the word "Eugenic" has been run large at the top of the mass, and I say long live the science of human mating—listen—but I say, let it be human mating. I am an animal. I wish I were a better animal than I am. I wish I were. I don't know what under the sun a beautiful, vigorous, capable young woman means marrying some miserable, puny, yellow-skinned sickly man. I don't know what she means. It is as hard for me to understand why some young man standing on his two heeled feet, with his face before him, with his head high, red blooded, why he should mate up with some pretty girl, guinea egged fallow girl. It is beyond me. And yet, ladies and gentlemen, when I say that, I remember that human being are not essentially physical—not essentially physical; they are more essentially mental, and perhaps they are most essentially spiritual, if you are disposed to make a distinction there. I can tell you something worse for a man than to pay a hospital bill for his wife—that is to go out into the world and do a piece of work, and when he talks it in the presence of his wife, she hasn't any conception at all what he is talking about. You know how Shakespeare defined war? That is the way I would define that kind of mating. Spell it out at your leisure. Here is a woman with fine high hopes, fine ambitions, fine aspirations—she is a Jane Addams; she is a Marie Antoinette; she is a Susan B. Anthony; she is a Frances Willard; she is any one of ten thousand women teaching school in Missouri, and she is mated to a miserable mental being who cannot make a quarter on a street line. She had better be paying hospital bills for him as well as all of his other bills. Now, ladies and gentlemen, listen, when I say as seriously as I know how to say, long live the wonderfully fine science of eugenics, and may it be realized as the years and decades come and go, but let it be a human eugenics and not merely eugenics of the field and forest. The period of youth is the most important period, because it is the period in which the most important work is done; it is the period in which the three only over-shadowing choices are made, of which every other so-called choice will be corollary.

Now, a third point and I am done. The period of youth is the additive period. It is the period in which human being are running up problems in addition. Bye and bye when they grow up to get along at about the age of eighty they may run down problems in subtraction, but the period of youth is all running up problems in addition. You may along about the age of eighty.

Yes, President Eliot at the age of eighty-one declined to be our ambassador at the Court of St. James. Why? Because he was too old? No, because he was too busy. He said to President Wilson—"For forty years I have been at the head of great educational institutions, and during all of these years I have longed for leisure to do more important work, and have resigned in order that I may give my head and my hand to this other important work. Mr. President, I am too busy to go as ambassador to the Court of St. James. A little while ago when Mr.——— died at the age of eighty-three, I was told that the finest piece of fiction that ever fell from his hand fell from it when he was eighty-two years of age. The period of youth is the representative period; it is the additive period; it is the period of day-dreaming—follow closely to see if I am speaking the word of truth; it is the period of air castles—the generation just ahead of us laughed at us because with eyes and mouths wide open we dreamed out our day dreams. But our generation doesn't do that; our generation has learned that the big work of the world has been the answer of the big dreams of the world. We had heard it said that the person who does not build air castles when he is young will never live in a brownstone front when he comes to be old, and I believe it is true. Figuratively speaking, ladies and gentlemen, not one of you stood behind a teacher's desk of wood the first time you ever stood behind a teacher's desk. You stood behind a score or a hundred teachers' desks before you had your license to teach or before you had made your contract to teach. No preacher ever stood in a pulpit of wood the first time he ever stood in a pulpit; he stood in a hundred pulpits before he ever stood in a pulpit of wood. No man ever owned an estate on which he could pay taxes as his first estate; he owned a score or a hundred estates on which he could not pay taxes and the surveyor never described before he lived on an estate on which he could pay taxes. He dreamed out his dreams and the estate is the answer. He built his air castles and the pulpit is his answer.

That's the way the thing is done.

We are all of us dreamers of dreams,  
On visions our childhood is fed,  
The heart of the child has been haunted it seems  
By the ghosts of dreams that are dead.

From childhood to youth is but a span,  
And the years of our youth are soon sped,  
Yet youth is no longer a youth but a man,  
When the first of his dreams are dead.

His is a cup of wormwood and gall,  
When the doom of a great dream is said,  
And the best of a man is under the pall,  
When the best of his dreams are dead.

He may live on and construct and plan,  
When the fine blood of living is shed,  
But God pity the little that is left of a man,  
When the last of his dreams are dead.

There is no more profitable work that a human being can do than to dream; there is no less profitable work than a human being can do than to keep on dreaming, and never do anything but dream. The great work is done by the people who have the big dreams, and then get busy to answer their own dreams. There isn't much to do but to bury a man when the nest of his dreams are dead. Men and women, so long as you keep on doing that kind of thing, provided you are busy in answering your own dreams, you are young, it makes no difference what the record in the old book at home says about the date of your birth. Listen! Whenever you stop doing that kind of thing, you are old, it makes no difference what the record in the old book at home says about the date of your birth.

Youth is full of meaning. I have called your attention to three of them. We are young such a long while, because it is the time in which the most important work is done. Ladies and gentlemen, the greatest asset of the State of Missouri today is the boys and girls in the State of Missouri; the most profitable institutions in the state of Missouri today are the home, the church and the school, and these institutions are to be devoted to your sons and daughters, and, ladies and gentlemen, the greatest servants and the greatest benefactors in your commonwealth are the men and the women who are committing their lives to the fine task of helping these boys and girls learn how to be worthy, efficient men and women.

### THE MARKS OF AN EDUCATED MAN

By Dr. Elmer Burritt Bryan, President, Colgate University, Hamilton, N. Y.

If I have the courtesy and active attention this evening that I had this forenoon, I will endeavor to deliver a lecture an hour in length in forty-five minutes. I am going to speak to you this evening on the marks of an educated man.

My purpose is to point out a goal, to raise a standard, to advocate an ideal, to describe an educated person. I shall deal very slightly, and very indirectly, indeed, with the methods. The methods whereby the end which I shall mark shall be attained, are methods of your own devising. I should like to characterize an educated person this evening in such a way that the characterization will stand the test for the centuries that are ahead of us, and in such a way that should it ever be the good fortune of any of us to meet such a person we should recognize him. The educated man, ladies and gentlemen, is the realized man; he is the developed man. He is the man who has started with the little requirement and the wonderful potentiality of birth, and has finally arrived at the fulness of his possibilities. I have not met him; you have not yet seen him on an educational platform. He is the realized man, or the realizing man; he is the developed man or the one who is wisely developing; he is more than a scholar, but he is a scholar. He is more than a trained man, but he is fit for something.

I wish to draw here very distinctly the line between a stuffed human being and an educated human being, and the line between the trained human being and an educated human being. Next to the best scholar that I have ever known is a man who is not educated. He is the man who is the victim of mental foundering. If you have ever seen an animal that had fed itself to its death via the road of foundering, you have in mind the mental condition—physically the condition contributable to this man's mental condition. When I first met him he was spending his eleventh year in post graduate work. I think I have never known a man who knew his psychology for examination purposes better than this man did; who knew his physiology for examination purposes better than this man did; who knew his neurology and his history of education for examination purposes better than this man, and yet, ladies and gentlemen, he had sat at the feast so long that he had become the victim of mental foundering, and when he fell ill in Michigan, several of his friends, no one of whom was anything like as good a scholar as he was, were obliged to make up a sum of money to send him home to his father, where he died after a comparatively short life of inactivity.

Ladies and gentlemen, the athlete is not ready for the test until he has sat by the side of the table, and partaken of wholesome food stuffs, but he will never be ready for the contest if he keeps on sitting at the side of the table taking his food stuffs. We get the raw material for the physical power by taking in; we get physical power by giving out, and it is just as true of our mental lives, and it is just as true of our spiritual lives, and you know very well that there is such a thing as a teacher's knowledge of a subject; that after you have taught a subject for a year you know it will have a dis-

tinctness, and you know it with a conciseness that you never knew it as a student.

Now, the educated man does know things; the educated man has mastered to a degree all letters, certain bodies of knowledge of human interest, but he is not a forced man, a stuffed human being; he is a developed human being, his body has arrived, or it is arriving; his mind has developed, or it is developing; his spiritual nature has been educated, or it is in the process of education, and now he stands, or sits, before the world, a human being, who has realized largely on the endowment with which he came into the world.

Moreover, he is not a merely trained man; merely a person that can handle the brake; merely a human being who can live out his life as a spotted pony can who has learned the fine trick of backing up the stairway in the circus; he is more than that, he has realized on himself, and he cannot be easily stopped. If there is any person in the world for whom I feel profound sorrow, it is the young person who has been coddled into the belief that by traveling a comparatively short road in a comparatively short time, he may get skill to turn a particular trick in the world slicker than anybody else can turn it; to be coddled into the belief that he is an educated individual. He goes away to his little school for six weeks, and he learns to turn a trick slicker than anybody in the world can turn it, but the next day after he receives his diploma, it turns out that nobody in the world wants that particular trick turned; he can turn the trick slicker than anybody else, but he requires two good eyes to turn it, and he has lost an eye; he can turn the trick slicker than anybody else can turn it, but it requires two hands to turn that trick, and a buzzsaw has taken off one of his hands; he can turn the trick slicker than anybody, but the inventor has turned out a machine that can turn the trick a thousand times as slick as he can turn it, and nobody wants him to turn the trick, and he is stranded. The only hope is, men and women, that our sons and our daughters shall be developed; that they shall realize in this making; that they shall be educated and not merely stuffed, and not merely trained, although, allow me to repeat, the educated person will know things. The educated person will be fit for something, and he will get his education largely through the process of learning things, and becoming fit for things.

That is the first mark. The second mark is this—that the educated person is always self-educated. I know what people mean when they make the distinction between the college bred man and the self-made man. I know what they mean when they refer to Wilson, and Taft and Roosevelt, and the rest of them as the product of American institutions. We all understand that fact. But allow me to say in the interest of pedagogical truth that every human being that ever gets made is self-made. Some use the organized agencies of men for it, or the so-called educational institutions; they use them in making themselves. But a young man cannot press timber in class rooms, sitting at the feet even of the greatest teachers that the world has ever known—he cannot press timber long enough to become educated except through his own activities. Well, ladies and gentlemen, Lincoln was a self-made man; so is Wilson. He used Princeton and the University of Virginia in the making. Name five of his classmates. I challenge you to do it. If Princeton did it you would name them. Hughes was a self-made man, but he used Colgate University and the Brown University, and the Law School of New York City in the making. Name one class mate. Taft is a self-made man. He used Yale and the Law School of the University of Cincinnati in the making. Name a half a dozen of his classmates.

Why, ladies and gentlemen, there are two roads that a human being can travel which results in a degree of education,—one road runs via the conventional education institution, the other road does not. Listen! I believe that it is the part of wisdom for our boys and girls as far as is consistent with their situation to travel as much as possible the road that runs via the organized agencies, and yet I realize that many men and women at least stay in that road for four years or eight years and no one by a wide stretch of the imagination could accuse them of being educated.



Grant was a self-made man. He used West Point and the Mexican war, and a potato patch out in San Francisco and slabsides, almost within the range of my voice—he used all of these agencies, and they put him in the White House just eight years after he moved into slabsides in your own neighborhood. We speak of Leonard Wood as being a self-made soldier. He is. If he hadn't been self-made, he never would have been made. If Grant had not been self-made, he never would have been made. No one could induce you to believe that the rawboned, honest, vigorous minded, vigorous bodied Lincoln, who borrowed a book—who went seven miles to borrow a book, who devoured that book, who went seven miles on foot to return that book—no one could make you believe that that hungry-minded boy wouldn't have gone into libraries and laboratories, and wouldn't gladly have sat at the feet of great teachers had he had the opportunity to do so. He made the most of his opportunities just as his more recent successors made largely of their opportunities.

I wonder if it ever occurred to you to think, men and women, that it is a very hard thing for a young person to become educated in American colleges today. I can say that with better grace if I were not a college bred man, if I were not the president of a university, and were it not for the two presidencies which I have occupied and the four faculties on which I have sat. I believe in the college. I believe in my life, but let me say it so quietly that I can be heard—the perils of the American student are something fearful. I don't know any safer place for young men to be who have any business to be there than the American college. I don't know any safer place for young women who have any business there than the American college. I am not speaking of young manhood and young womanhood. I am calling your attention to the perils of the student. Will you hear a few of them?

It seems to me that the greatest peril of the student for which he is not in the least at fault, is this: During four years or eight years or more, he is getting out of all proportion to what he is giving. I have estimated that if my young men employed tutors at the regular price per hour for tutoring, that the amount of money that it would cost them to be in the university a year would carry them just seven weeks, and that's on the very lowest basis—the financial basis—not of what they are getting in the way of association, not of what they are getting in the way of knowledge taken—not very much it is true—not of what their opportunities are—they are getting out of all proportion to what they are giving, and I sometimes wonder that our young people come out of our colleges ever believing the maxim which reads thus "It is more blessed to give than to receive."

Sometimes human beings become very much like the thing they have been doing. It shouldn't be at all strange—it isn't at all strange—when we make the observation that as a result of much getting and little giving for a number of consecutive years, young America too often takes the attitude that the world owes him a living, or at least, owes him a magnificent opportunity to make a living. It is no fault of young America, but it is a peril—a peril of much getting and little giving.

There's another peril. It is what I call the peril of the lock step. Within the last year among the numerous guests that I have had in my home, the four brightest, the four best educated—not best stuffed, not best trained—the four best educated men who have honored me by being guests under my roof, were not college bred men. You understand, of course, that I believe thru and thru in the college—don't misunderstand me. I am pointing out some of the perils; I am trying to hold up before you some of the reasons that our young people go through college and escape education; that many of our people that never have the slightest opportunity of being enrolled in our colleges do become educated—the peril of the lock step.

One of these men is a business man from Philadelphia—had his freshman year in the college; another man is a churchman in New York—never had a day in college nor university; another of these men is a social worker in Chicago—half of you have heard him; another one is a lawyer from Northern Indiana. When they were guests in my home, they all expressed profound regret that they had not had the opportunity of going via the edu-

educational institution, and they were absolutely right, and yet, men and women, at the departure of each one of our guests, I agreed with Mrs. Bryan, that they were brighter and better educated than most people that we had had the honor to entertain.

I said to this lawyer, who never spent a day in college, "Have you read Shakespeare?" "I have devoured Shakespeare," he said. "How did you read the 'Merchant of Venice?'" "I read it from beginning to finish, and then I read it from beginning to finish." How do our sons and daughters read Shakespeare? You know. "How did you read your Byron?" "From beginning to finish."

I said to the churchman from New York City, "You know your philosophy!" He said, "Of course, I am a German, and I had to." "How did you read your philosophy?" "From seven o'clock until one o'clock every day for seven years."

No lock step about that. I said to the social worker, "When did you read all of this material?" and he said, "Year after year and decade after decade." One of the things that I fear is this, that my boys that are born long will, through the force of necessity, for which they are not responsible, and for which I am alone responsible, and my faculty, and my Board are responsible, be reduced to the fearful, deadly lock step, and they will learn in their four years at the University to take little steps instead of getting the fine ability of swinging out largely into fields that are worth while. Now, ladies and gentlemen, I would advise every young man and every young woman graduated from a high school who has made anything like a recent record, before whom the way opens, I would advise all such to enter institutions of the higher learning, so-called, if they could do it.

But, listen! the one thing that I should like to do above all things else is to impress upon the minds of educational administrators, the awful handicap, the awful risk, the awful peril, if you please, of the lock step—too much getting and little giving, of being reduced to a proximation, of being the victim of suggestion. My young men come up just as you come up, and just as your sons and daughters are coming up, and they live for four years with their own kind, about the same age, about the same preparation, doing about the same thing. The contact with the great world in which they must live after this is all over is in too many cases too completely broken, and they go out from these with few opportunities extended to them, they go into business a degree, at least, incapacitated for the large service which we have a right to expect of them, and so I say that there is the peril of the lock step; there is the peril of much getting and little giving. Now, if I could awaken educational administrators to a consciousness of this peril, and I believe that few of my colleagues are awakened to the peril of it, and I regret to say that I fear that only a few of them are awakened—if that could be accomplished it would delight me beyond expression to see all of our sons and our daughters self developed by taking advantage of the institutions of higher learning, so-called.

A third mark of the educated man is this,—will you allow me to repeat—the first mark of an educated man is that he is **developed**; the second mark to which I have invited your attention is this, that he is **self developed**. The third mark is this, that the educated man **does not get done quickly**. You cannot stop the educated man; you don't need to stop the stuffed man—he stops himself. You can stop the trained man by putting out one eye, removing the tip of one finger. I have a friend who is stopped in his business because the tip of his finger is removed—a boy over in Michigan was stopped because at the end of the sixth year he was allowed to stop the process of education and to train himself, and at the close of his musical education in German, the fingers that fiddled the fiddle strings became paralyzed. He had not become educated; his life cannot be biggened; he is walking the streets of the City of Detroit tonight holding out the box in which the pennies are placed.

But you cannot stop the educated man; you cannot stop the man who has realized; you cannot stop the developed man—listen! provided he has been developed, and his body is there, and he can mark in a straight line, and he

is endowed with a fine emotional nature, and his spiritual nature has been biggened, you cannot stop him.

A dozen years ago at a convention in the south, the most telling speech was made by a man who was a business man, not an educational man at all. He was the superintendent of the Baldwin Locomotive Works at Pittsburgh. He gave an illustration which I pass on to you. He said that he had just given a three years' leave of absence to one of his employees—a man thirty years of age. He said that he had been in his employ for ten years; that he had had a number of very fine promotions; that just a few months before he made this recital in Februray—the September before—this man thirty years of age had come to this employer, and had asked for three years leave of absence. The employer said, "Is the work getting the better of you?" And he said, "No." "Are you dissatisfied with the salary that I am paying you for your work?" And he said, "No." "Are you dissatisfied with the treatment that I am according you?" And he said, "No." "Haven't I promoted you rapidly?" He said, "Yes." What do you want with three years leave of absence?" He said, "I am going over to the University of Pennsylvania and I am going to study mathematics, because I never had its process of stimulation," and he said, "give me this opportunity—these men have pressed me into an activity which I have never known about before." I said to him, "Explain what you mean," and he said:

"Mr. Superintendent, this is what I mean; I have been in your employ for ten years. When I first came to you the work to which I was assigned depended upon industry and honesty and faithfulness, and the ability to make your interests mine. Listen! When I first came to you my work depended upon personal qualifications with which I had been born—industry, faithfulness and all the rest of them. During the first five years that I was with you I was promoted rapidly around scores and hundreds of people, but," he said, "Mr. Superintendent, the last five years that I have been in your employ I have not been promoted once, and a score or a hundred people have been promoted around me." And I asked him, said the superintendent, how he accounted for it, and he said, "I account for it in this way—during the first five years my success was contingent absolutely upon qualifications with which I had been born. The last five years every man that has been promoted around me has been a college or university bred man." He said, "Mr. Superintendent, if you will give me three years leave of absence, I will go to the University of Pennsylvania, and I will develop myself in this direction, and I will develop myself in that direction, and I will see whether the men just out of college or the university will go around me."

He took the three years course. He has been out eight or nine years and not one man in that establishment has been promoted around him. Get the point! An educated person—listen—not the person necessarily with a diploma in his hand, not necessarily the college professor or the college president, although it seems to me as I think about it, that I have seen a few of these that might be regarded as educated. I have a senior twenty-one years of age, and I defy the world to stop him.

When I was on earth the first time, a professor over here at the Indiana University, this boy's father, was a student of mine. He learned no more easily than his classmates. He was born on a farm. He was a full grown man when he came to the University; he quit one year short of graduation, but he got his eyes open, and his head alert. This boy was not born larger than seventy per cent of all the boys in the good State of Missouri, but his father had sense and he stimulated the boy with study—suffice it to say that he made the Phi Beta Chapter in his junior year, won the Junior Oratorical contest, and was the leader of the University debates. The college organized a musical club, and the professor of music has asked to have him retained as assistant of music, the professor of law has asked to have him retained, and the professor of public speaking has asked to have him retained as an assistant in his department. I don't know what on earth I am going to do unless I dismiss four or five members of the faculty. What's my point? I defy anybody to stop Bernard Schimm, 145 pounds, twenty-one years old, red-headed youngster. He is not a mature educated man, but he can teach any phase of high school or college mathematics, if he does become paralyzed in

the hand. If nobody wants mathematics he can teach language—if nobody wants language, he can teach public speaking—if nobody wants public speaking, he can teach music—if nobody wants music, he can coach cross-country. You cannot stop him. The educated person does not get done quickly. The stuffed person suicides—the trained person is so that when the element of his life that is trained is gone finds no business.

One other characteristic, and I am going to let you go. Educated persons are the **finest artists that the world knows**. Every right-minded man and woman glories in the fine art known as landscape gardening, and the finer art known as architecture, and the finer art known as sculpture, and the finer art known as painting, and the finer art known as music and literature; every right-minded human being glories in these fine arts, and regrets that he is not a finer artist in one or more of these fields, but hear me, men and women, above all of these so-called fine arts, there is a finer fine art, and every last one of us is an artist, or he is a bungler in that field of fine art.

Let me say it so clearly that I can be heard—it is the fine art of conduct; it is the fine art of behavior; it is the fine art of human adjustment; it is the fine art of doing the right thing at the right time in the right way; it is the fine art of speaking loud enough to be heard, and not speaking too loud; it is the fine art of quitting when the time has arrived; it is the fine art of knowing when you are done; it is the fine art of appreciating human adjustment under all conditions of life, and no person can be an artist in this field who is not educated. His body must be there and he must own it; his mind must be there and he must master it; his soul must be there and he must possess it. I would be afraid to meet in the night a man who couldn't cry when he was the victim of a profound sorrow, but I have known men who could not. I would be afraid to meet in the night a man who could not laugh when the occasion for merriment was on. I would not risk very much in any responsible work to a person who could not be kind and good and sympathetic and courteous, and I wouldn't give anything for a human being who could not be stern, and firm and positive and final under certain situations of life.

Ladies and gentlemen, the finest of the fine arts is the fine art of appropriate human adjustment under all conditions of life—crying at the crying hour, laughing at the laughing hour, being grateful when the situation requires it, being firm and immovable when the situation demands it. No one can be a magnificent artist on this high level who is not educated—if his body runs awry, if his mind is loose, if his soul is unclean, he is a bungler, he is a butcher, he is a miserable being in the world. That is the finest of the fine arts, it is the mark of the educated person. He may not know all of the little niceties of polite society, and yet he may, but he has in him self control, self mastery, and the inability to be stampeded. A human being that can be stampeded lacks one element of being educated. He not only has these things in him, but he has in him the spirit of the golden rule. It is the essence, men and women, of all the fine courtesy, and all the fine skillfulness of human beings. There are other marks, but as a student and professor and a president, who gets down on his face solely for the sake of his boys, these I believe to be the great marks of an educated human being:

He will know things, but he will not be merely a knower; he will be fit for something, but he will not be merely trained, he will be a realized, or a realizing individual; he will be a self-realized individual, knowing that every person in this world who gets made is self-made. He will not get done quickly. You cannot stop him. And in the last analysis, the educated person is a master of the clay of the finest artist that the world has ever known, he is master of the clay of the fine art which I called here the art of conduct, the art of behavior, or, if you please, ladies and gentlemen, the art of human adjustment under all situations of life.

And, now, Mr. President, may I express my great appreciation in having had the opportunity once more to come before the teachers of Missouri in two formal addresses? Thank you.



# **BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION**

**VOL. III—No. 1**

**E. M. CARTER, Editor**

**JANUARY, 1917**

## **Kansas City Meeting**

The next meeting of the Association will be held at Kansas City, November 15-17, 1917. There will be an excellent program arranged and the meeting will be great in every way.

## **Association Committees Continued**

The Committees on Constitutional Convention, and on Constitutional and Statutory Code Relating to Education were continued by unanimous vote of the Association at St. Louis. These committees are doing fine work and the Association is to be congratulated that the members are willing to render further service to the Association and the State. The Committee on Constitutional Convention is composed of Dean Walter Williams, Columbia, Chairman; Pres. W. S. Dearmont, Cape Girardeau; Pres. W. H. Black, Marshall; Prof. S. E. Davis, Secretary, Maryville; and Hon. Wm. P. Evans, treasurer, St. Louis. The members of the Committee on Constitutional and Statutory Code Relating to Education are Dr. Isidor Loeb, chairman, Columbia; Hon. Uel W. Lamkin, Jefferson City; President W. T. Carrington, Springfield; Supt. Ben Blewett, St. Louis; and Prof. George Melcher, Kansas City.

## **Another Important Committee**

Another important committee provided for by the St. Louis meeting with its members is the Committee on Larger Revenue, composed of Principal T. E. Spencer, Irving School, St. Louis; President W. T. Carrington, Normal School, Springfield; County Supt. George K. Gilpin, Buchanan County, St. Joseph.

## **Committee on English in the Grades**

One of the valuable reports given at the Association in St. Louis was the Report of the Committee on English in the Grades. The report was prepared by Miss Virginia Craig, chairman, of Springfield; Miss Beulah Brunner, Maryville, and Miss Elinor Byrne, St. Louis. The report is printed in pamphlet form and may be had by addressing a card to the Secretary.

## **Legislation Favored by the Association**

Resolutions adopted at St. Louis favor the enactment of the following laws:

1. Making the minimum age limit of public school teachers in Missouri eighteen years.
2. Providing high school privileges for all grammar school graduates.
3. A better child labor law, including a provision for following up work certificates and compulsory attendance of children under sixteen at part-time or continuation schools, wherever such schools are established.

4. We repeat a former recommendation of this Association for a law in Missouri placing the initiative in all educational matters that are purely professional, such as the selection of teachers, text books and educational supplies in the hands of the proper professional administrative officer.

5. Empowering Boards of Education to contract with principals and superintendents of schools for a period of from one to three years.

6. Permitting counties to establish high schools for colored pupils.

7. A law which provides that in a school district already maintaining a school term in excess of eight months the school board of said district shall not be required to submit to the qualified voters of said district at succeeding annual elections the question of the length of school term, provided the said school term already voted may be maintained on the maximum school levy as provided by law.

8. A law which provides that when the qualified voters of a school district have voted a school levy in excess of 40 cents on the \$100.00 valuation for school purposes, the school board of said district shall not be required to submit the question of "the amount of school levy" at succeeding annual elections, provided that said school levy thus voted shall be sufficient in amount to maintain a term of school the length of which has already been determined by the qualified voters of said district.

9. A revision of the school attendance law so as to provide for the attendance of every child at school for the full term and for making the law more easily enforced.

10. We heartily endorse the law providing for free text books in the public schools and note with pleasure the successful use of free text books by more than one-half of the children of the state. We unreservedly recommend free text books for all schools.

11. A law requiring higher educational qualifications for county superintendents of schools, increasing the county superintendent's salary, providing for traveling and clerical expenses, in order that more efficient and effective service may be rendered through this important office.

## Summer Schools

Last year the summer schools at the State Educational Institutions had the largest enrollment in their history. According to reports the enrollment this year will be even larger than last year. The summer schools will begin as follows: University of Missouri, June 7 and 8; Kirksville Normal School, May 30; Warrensburg Normal School, May 29; Cape Girardeau Normal School, June ; Springfield Normal School, May 25; Maryville Normal School, May 28.

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Charles F. Alt, Principal of the Robidoux School, St. Joseph, has prepared some excellent lectures which he is delivering before high schools and other educational organizations. Mr. Alt is a delightful speaker, and he has a message. The subjects of his lectures are "On the Road to Somewhere," "Builders, Wise and Otherwise," and "The Efficient Community."

## REPORT STATE MANAGER N. E. A.

Principal W. H. Martin, Kansas City.

To the Members of the State Teachers' Association of Missouri.

As your State Manager of the N. E. A. I submit the following:

**I. Missouri Headquarters.**

Missouri Headquarters were located in the McAlpine Hotel, 34th and Broadway, Rooms 1277 and 1279. These rooms were decorated, arranged and ready for the reception of Missouri teachers Monday morning, July 3rd, at 9 o'clock. The state manager had gotten on the ground early and had everything in readiness for the teachers, as was previously announced in the circular letters sent out. Placards were placed about in the McAlpine Hotel, and at the Enrollment Headquarters. Then little cards announcing the location of the Missouri Headquarters and giving the day and time limit of the Missouri Reception were sent to the headquarters of the different states, and to the chairmen of the different local committees. As a result of this early advertising, Missouri began at once to have visitors and callers, and these continued to increase in numbers each day during the week.

The decorations seem to speak more for the state this year than at any previous time. More appropriate exhibits had been sent in for use in the headquarters than ever before, and hence more interest was manifested by visitors. The reception, I think, was all that it needed to be. It was of an informal character and yet everybody was a committee to introduce everybody else. There was much homelikeness and freedom about it. It was what might be called a "mingling together of the people." Many of our visitors enrolled, and under the head of "remarks," wrote nice things about Missouri Headquarters. One person wrote, "Missouri Headquarters, the only live spot in the McAlpin." Another wrote, "The most beautiful decorated headquarters in the city." A third wrote, "Missouri, not only has to be shown, but she can certainly show." A fourth person said, "Visit Missouri Headquarters, where genuine hospitality and brotherly spirit are shown." In this connection, it is but just to speak of the courtesy shown us by the New York teachers. The local teachers in New York City sent committees around to take charge of the state headquarters, so that the different managers might have an opportunity to hear the program or take sight-seeing trips in the city. Never was such a thing done before at any of our meetings. These committees came each morning and each noon to offer their services. It seems to me that other cities where this association shall meet might do themselves great honor by emulating the example of the New York City teachers.

**II. The Prize Feature.**

About four months before the annual meeting of the National Education Association in New York City in July, Mr. Springer, Secretary of the Association, wrote me that only two states in the Union had fewer active members than they had ten years ago. These states he said were New York and Missouri. But he said the very fact of the meeting being held in New York this year would bring that state up in its membership. The inference was, what is Missouri going to do? It was then too late to do more than thoroughly advertise the meeting, which was done by sending circular letters to every town, city and village, to county superintendents and other school people in authority in the state. There were 12,000 of these circulars sent out, so that most, if not all, teachers had an opportunity to know about the meeting.

In addition, it was suggested that some little scheme be devised whereby the teachers generally would take more interest in the national meeting. It was finally decided to give some sort of substantial prize that would affect the teachers in the ranks. This plan, it was thought, would cause agitation

among the teachers and would result in a greater number attending the meeting. "What should the prize be?" was next to be determined. What could be offered that teachers would consider worth while? After some thought and discussion, it was decided that the railroad fare to New York City and return, based upon attendance, should be given as the prize. It was so announced and explanation was made at the time of how the prize would be awarded. Mrs. Maude M. Miles, of Kansas City, received the prize.

The prize feature had its good effect. More teachers were reached and influenced than would have been, ordinarily. More were in attendance as a result of this offer, and had the time for agitation been a little longer, there would have been very many more teachers present, and more contestants for the prize would have been in the race. The prize feature will probably be continued for next year. Teachers therefore are requested to watch for announcements and be ready to enter the contest.

### III. Missourians Present.

State Superintendent H. A. Gass, who is also State Director of the N. E. A.; Supt. I. I. Cammack, of Kansas City; Ass't. Supt. C. G. Rathmann, of St. Louis; Supt. W. W. Thomas, Springfield; Supt. J. A. Koontz, Joplin; Supt. C. F. Dougherty, Bethany; Supt. E. H. Newcomb, Neosho; E. M. Bainter, Polytechnic Institute, Kansas City; Prin. John S. Collins, St. Louis; Pres. James M. Woods, Stephens College, Columbia; Pres. John R. Kirk, Kirksville; Mrs. J. M. Greenwood and E. M. Carter, Secretary of the Missouri State Teachers' Association, were among the prominent Missourians in attendance. In addition, Missourians took leading parts in the discussion of a number of subjects on the program so that from whatever point of view we may take it, Missouri did her part well; and had more teachers present than any other state west of the Mississippi River.

The report of the expenses of maintaining headquarters has been turned into the treasurer and will appear in the published proceedings of this Association.

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### MISSOURI CENTENNIAL.

On November 24th there was held in the Muhlebach Hotel, Kansas City, the first meeting of the committee of one thousand chosen by the State Historical Society to arrange for the great pageant in 1920 celebrating the first century of the history of Missouri as a state.

Perry S. Rader, author of Rader's Civil Government and History of Missouri, was called on to address this meeting and stirred the audience to a great pitch of enthusiasm as he depicted the spirit of Missouri and Missourians. Perhaps no man in the state could have responded with such a store of ready information on this subject. Mr. Rader has been a student and author of Missouri history for more than twenty years, and his textbook upon that subject is a standard authority, both in the school room and elsewhere.

Mr. Rader, having been born in Missouri, breathes the spirit of the state and all of its traditions and never fails to say a good word for the Imperial Commonwealth. He is equally passionate in his praise of "Missouri's native sons and daughters" having often declared that he would not exchange one such for all the adopted sons within the border of the state. At the Kansas City meeting this statement brought forth prolonged applause from the committee of one thousand.

While Mr. Rader can lay claim to the distinction of having written a book of which more copies have been sold in Missouri than any other book, he is not a stranger to the Historical Society of which he has been an active member for many years.

The meeting at Kansas City closed with plans for four pageants to be celebrated in 1920 at St. Louis, Kansas City, Jefferson City and Columbia respectively, besides many local celebrations in the various counties of the state.



## TEACHERS' READING CIRCLE.

For the Teachers' Reading Circle this year, the board has adopted three splendid books, Kennedy's *Fundamentals In Methods*, Bowman, Bredvold, Greenfield and Weirick's *Essays for College English*, and Parker's *Methods of Teaching in High Schools*. Each will fill a distinct field and be of much value to teachers. At the suggestion of many superintendents one book was especially selected for high school teachers, the Parker book. The other two books were selected for the use of rural and town teachers. Below will be found a review of each of the books selected:

**FUNDAMENTALS IN METHODS** by Joseph Kennedy, Dean of the School of Education, the University of North Dakota. R. C. Price \$1.00.

In teaching we are prone, under the law of habit, to become enamored of our own thought and action. They fasten themselves upon us as we proceed. We follow them blindly, unconscious of growing limitations. Before we are aware, our field of vision has narrowed and we are following ruts.

A book that will arouse us from our lethargy, give us breadth-of-vision and bring our work into new perspective is of inestimable value. Such a book is Kennedy's "*Fundamentals in Methods*."

The purpose of the book is not to serve for a consecutive and detailed methodology, but for a discussion, as concretely illustrated as possible, which will, it is hoped, awaken elementary teachers to a realization of many common sense principles and warnings which need only to be mentioned to be obeyed.

The volume is intended to discuss methods in the large; to point out fields and directions to be sought and followed or to be shunned and avoided. Its aim is to arouse teachers from a habitual lethargy; to cause them, whether in the country or city, whether young and inexperienced, or old and experienced, to make a professional self-examination, to set up for themselves standards of teaching and a true perspective of values. The aim in every chapter is to give aid in a concrete and definite way to teachers of the common school subjects and to arouse impulse for better things.

The author has avoided all philosophical and speculative discussions on the one hand and the details of the routine work which must eventually be left to the teacher, on the other. To establish a definiteness of aim and to secure clear picturing of those aims in the minds of both teachers and pupils is the purpose of the book.

**ESSAYS FOR COLLEGE ENGLISH** by Bowman, Bredvold, Greenfield and Weirick, R. C. Price \$1.00.

This book is a collection of essays dealing primarily with the problems of country life. The following authors are represented: Woodrow Wilson, Theodore Roosevelt, James Bryce, Myron T. Herrick, Sir Horace Plunkett, T. N. Carver, L. H. Bailey, Henry S. Pritchett, Eugene Davenport, F. J. Turner, Paul Elmer More, Matthew Arnold, John Ruskin, Ralph Waldo Emerson.

The rural school teacher should be a leader in country life. If he is to assume this leadership, he ought to understand the facts of rural life, its present shortcomings, and its latent possibilities. To help supply these ideas is the function of "*Essays for College English*."

A group of essays championing the various activities of the Country Life Movement is placed first, because they are designed to lead the reader to consider what values ought to be achieved in individual and social life in the country. The next group of essays discusses the places of science in human life. A third group presents each of the various movement of education, and should help the teacher to formulate his ideals on rural life, and broaden his intellectual perspective. A fourth group deals with some of the more general problems of American Life.

The importance of this sort of reading need not be urged upon the average teacher. College Essays is delightful to read, and at the same time it gives the reader something definite to keep and apply in his own life. To read this book is a privilege that no teacher should deny himself.

**METHODS OF TEACHING IN HIGH SCHOOLS**, by Dean Parker, College of Education, University of Chicago. List price \$1.50. R. C. Price \$1.25.

Methods of Teaching in High Schools is the first consistent application of established pedagogical principles to high school instruction. The author forged his book in his classes in educational methods for prospective high school teachers. Without claiming too much it may fairly be said that this book is one of which no one wishing to be informed on high school methods can hereafter be ignorant. It is a book that must be reckoned with.

It is concerned primarily with the actual class work of teachers and only incidentally with the curriculum and organization of high schools. It applies to high school instruction the same general principles of teaching as have been supplied so fruitfully to the discussion and improvement of teaching in elementary schools during recent years. While in organization the book places emphasis on general principles of instruction, it indicates in detail throughout the discussion the practical applications of these principles to all high school subjects. The following chapter titles indicate something of its scope and method of treatment: Economy in Classroom Management; Reflective Thinking; Adapting Class Instruction to Differences in Capacity; The Use of Books; Conversational Methods; Laboratory Methods; The Art of Questioning; Practice Teaching and Lesson Planning; Measuring the Results of Teaching.

#### **Credit For Reading Circle Work.**

The Normal Schools are again adding to the interest in the Teachers' Reading Circle work by extending credit in their courses on compliance with certain conditions. Many teachers will no doubt take this credit to apply on their Normal School courses. As a rule the credit given is similar. The late State Superintendent Gass made the following recommendations concerning Secondary Credit for Reading Circle work:

"One-half unit (1-1-2 term credits) will be given.

1. Two of the three books must be studied before credit is received.
2. It is recommended that both books be studied simultaneously.
3. Students who are in school will not be permitted to take the reading circle work.
4. Reading circle work for secondary credit must be done in circles of not less than five or more than twenty teachers, including the leader.
5. Each circle must hold not fewer than nine meetings, which with the final examination, will make ten meetings for each circle.
6. A minimum of sixty minutes for each lesson in each book must be spent at each meeting of the circle, or a total of one hundred and twenty must be spent on both books at each meeting. (A total of 540 minutes must be spent on each book or 1,080 minutes on both books exclusive of the time required for the examination.)
7. The final examination will be given by the county superintendent at a place designated by him. The examinations will be given on the same day in all the counties of the state. The examinations in both or all books will be given on the same day. The date will be about March 1, 1917. Papers will be returned to the institution where credit is desired for grading.
8. Competent leaders must be appointed by the county superintendent."

#### **Teachers' Reading Circle Centers**

The teachers of the county should be divided into Reading Circle centers or divisions so that each center will contain not less than five nor more than

twenty teachers. A good time to organize the centers will be at the August meetings. A competent leader should be selected in accordance with the plans of the county superintendent for each Reading Circle center. In order to get credit for Reading Circle work, at least nine meetings must be held in addition to the last meeting at which the examination is given. A minimum of sixty minutes for each lesson in each book must be spent, or a total of 120 minutes must be spent on both books at each meeting. It is especially recommended that the first Reading Circle meeting be held the first Saturday after the schools begin in September and that meetings be held every two weeks thereafter until the ten meetings shall have been held. In this way the Reading Circle work can be completed before the beginning of the bad weather in January. (See paragraph on "Credit for Reading Circle Work" above.)

In order to encourage the sale of Teachers' Reading Circle books, the board has offered the following PRIZES:

On the total sales of the three books adopted for The teachers' Reading Circle, two prizes will be awarded to the two county superintendents making the largest returns, on the condition that the number of teachers in the county be considered. (A county with 100 teachers must do twice the business of a 50 teacher county to be on equal terms.) The first prize is a life membership in the State Teachers' Association and the second prize is the same.

Watch the "Bulletin" for the standing of your county in the contest.

### PUPILS' READING CIRCLE.

#### General Statement.

The books added to the Pupils' Reading Circle list this year are a splendid group and bring the total to about two hundred volumes. The books which are recommended in the body of the State Course of Study for the years 1916-1917 and on which rural examination questions will be based are to be found in the Pupils' Reading Circle. These books are handled on a co-operative basis and only a small profit is made. The books are sold cheaply and transportation charges are prepaid.

Two purposes moved the board to add the supplementary books: A wise choice and cheapness because of the amount of business. Children in elementary schools cannot use profitably unabridged dictionaries or the common encyclopedias. Moreover, they cost too much for the average school board. Children in the sixth, seventh and eighth grades should be well supplied with the secondary school dictionaries and taught to use them. These books are recommended by the State Course of Study and are all the dictionaries needed. Smaller and cheaper ones than these do not give such meaning as to be of use.

#### How To Make Pupils' Reading Circle Orders.

Mark number of copies wanted. Put name, county and district written so the Secretary can read them. Put in the money, (no books sent on credit). There is a one per cent reduction on the prices given if the order is \$10 or more. Transportation is prepaid on all orders. If your order is less than \$3 add ten cents extra. If your order fails to reach you in a week, write a postal asking the cause. As a rule you will get the order immediately, as a supply of all of these books is carried by the board. Please report mistakes at once. All orders of \$3 or more will be accompanied by an invoice. In your first \$10 worth of books you need a dictionary. By the time you have \$25 worth of books you should have two or three of them.

# MISSOURI STATE TEACHERS' ASSOCIATION

93

## TREASURER'S SUPPLEMENTARY REPORT

From May 11 to June 1, 1916.

### Association Funds.

#### Receipts.

Balance from 11, 1916 .....	\$6621.22
Deposited May 20, 1916 (Adv. R. C. Bulletin) .....	150.00
May, 1916, Interest .....	7.63
<b>Total .....</b>	<b>\$6778.85</b>

#### Expenditures.

Secretary's Help .....	\$ 60.70
Secretary's Salary .....	75.00
Bulletin .....	412.23
Contingent Expense .....	83.08
Executive Committee .....	127.40
Constitutional Convention Committee .....	107.95
Constitution & Statutory Code Committee .....	31.86
President's Help .....	5.00
Secretary's Travel .....	12.49
<b>Total .....</b>	<b>\$915.71</b>
<b>Balance .....</b>	<b>\$5863.14</b>

### Reading Circle Funds.

#### Receipts.

Balance from May 11, 1916 .....	\$1885.15
Deposited May 25, 1916, P. R. C. Books .....	368.06
May, 1916, Interest .....	1.95
<b>Total .....</b>	<b>\$2255.16</b>

#### Expenditures.

R. C. Appropriation Secretary's Salary .....	\$ 50.00
R. C. Board Meetings .....	37.69
Secretary's Salary R. C. Fees .....	182.53
R. C. Adv. in Bulletin .....	150.00
R. C. Contingent .....	14.70
R. C. General, P. R. C. Books .....	366.13
<b>Total .....</b>	<b>\$801.05</b>
<b>Balance .....</b>	<b>\$1454.11</b>

#### Recapitulation.

Association Receipts .....	\$6778.85
Association Expenditures .....	915.71
<b>Association Balance .....</b>	<b>\$5863.14</b>
Reading Circle Receipts .....	2256.16
Reading Circle Expenditures .....	801.05
<b>Reading Circle Balance .....</b>	<b>\$1454.11</b>
<b>Total Balance .....</b>	<b>\$7317.25</b>

(Signed) E. M. CARTER,  
Treasurer.



## TREASURER'S ABRIDGED REPORT M. S. T. A.

From June 1 to December 11, 1916.

## Association Funds.

## Receipts.

Balance from June 1, 1916 .....	\$5863.14
Interest and Deposits .....	8170.45
Total .....	\$14033.49

## Expenditures.

To expense of various funds .....	\$7631.99
Balance .....	\$6401.50

## Reading Circle Funds.

## Receipts.

Balance from June 1, 1916 .....	\$ 1454.11
Interest and Deposits .....	11290.71
Total .....	\$12744.82

## Expenditures.

To expense of various funds .....	\$ 1599.42
Balance .....	\$11145.40

## Recapitulation.

Association receipts .....	\$14033.49
Association expenditures .....	7631.99
Association Balance .....	\$ 6401.50
Reading Circle receipts .....	\$12744.82
Reading Circle expenditures .....	1599.42

Reading Circle Balance .....	\$11145.40
Total Balance .....	\$17546.90

(Signed) E. M. CARTER,  
Treasurer.Columbia, Missouri,  
December 11, 1916.

## MISSOURI SCHOOL JOURNAL

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It gives the school news; examination questions; poetry, up-to-date articles, discusses the state course of study each month, live educational advertisements, etc.

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